



**Test Security and Students with Disabilities:
An Analysis of States' 2013-14 Test Security
Policies**



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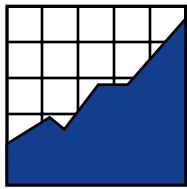
Test Security and Students with Disabilities: An Analysis of States' 2013-14 Test Security Policies

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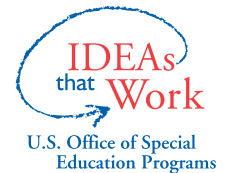
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Executive Summary

Test security policies and procedures are needed to help ensure the integrity and validity of a test. Still, in this era when cheating on tests draws regular media attention, there is a need for thoughtful consideration of the ways in which possible test security measures may affect accessibility. This report provides a snapshot of how accommodated tests for students with disabilities, alternate assessments, and other related issues were addressed in states' test security policies in 2013-14.

Key findings included:

- Almost all states had policies about whether an assessment could be duplicated or copied.
- The test security policies of about half the states indicated that test administrators must receive training that includes information about accommodations.
- Many states' policies addressed security issues surrounding the provision of accommodations that required a human to administer them. Thirty-four states had policies for transcription and scribing, 32 states had policies for human readers, and 30 states had policies for sign language interpretation.
- Other accommodations addressed in test security policies included: text to speech, speech to text, braille, extended time, and multiple days.
- Some policies mentioned small group and individual administration, though only a few provided details about how these types of administrations should take place to minimize the security risk.
- Many states had test security policies that specifically addressed the alternate assessment based on alternate achievement standards (AA-AAS).

Some of the test security policies provided relatively little detail about issues related to accommodated tests or the AA-AAS, while other policies may have allowed practices that created unnecessary security risks (for example, allowing the use of proctors who were not school employees to deliver individually administered tests). There is a need for states to thoughtfully consider how to balance test security and accessibility. This report concludes with a series of questions that states may want to consider as they develop or refine test security policies:

- Do all test administrators and accommodations providers receive training that specifically addresses how to maintain test security while providing access for students with disabilities?

- Are all individuals who administer tests or provide accommodations to students with disabilities required to sign test security agreements? Do the agreements specifically address accommodations, alternate assessments, and other related issues?
- Are there situations where test administrators or accommodations providers may need to access the test prior to administration (e.g., to prepare for sign interpretation, to make adjustments to test materials, etc.)? If so, what policies need to be in place to ensure test security?
 - How long before administration may the assessment be accessed?
 - Are there restrictions to where the test may be accessed or how the test will be handled/ stored during and after this process (e.g., the test will be returned to a locked room for storage)?
 - Does a second person need to be in the room when the test is accessed prior to administration?
 - Is there a need for a record/log of who accessed the test prior to administration, why they accessed it, and when they had access?
 - Are there processes in place that ensure that confidentiality statements are signed prior to access?
- Where there are several accommodations that serve similar purposes (e.g., human reader/ audio-taped recording/text-to-speech, scribe/speech-to-text, extended time/multiple days, magnification/copies of test materials enlarged by duplicating), is it appropriate for the accommodation with fewer test security risks to be identified as the preferred accommodation?
- Do test security policies adequately address small group and individual test administrations?
 - Are the requirements the same for small group and individual test administrators as for other test administrators?
 - Should there be a second adult in the room?
 - How will security be maintained for test materials that are used in small group and individual administrations?
- Are there differences (or no differences) between the test security policy for the regular assessment and the alternate assessment? When is it appropriate for those policies to be the same or different?
- Do test security policies adequately address security issues for access tools and accommodations provided via online assessments while ensuring that students have access to adaptive technology that they may need to access the assessment?

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Overview

Sound test security policies and procedures are needed to ensure test security and confidentiality, and to help prevent cheating. Still, there is a need for thoughtful consideration of the ways in which possible test security measures may affect accessibility because there is a risk that some policies may adversely affect accessibility for some students with disabilities. Many accommodations are administered in a small group or individual setting, which may present unique test security issues. Some accommodations that students with disabilities need to meaningfully access a test may require someone other than the student to also see the test (for example, sign language interpreter, human reader, scribe). Also, there sometimes is a need for test administrators to access a test prior to test day so that adjustments can be made to test materials (for example, enlarging text for students with low vision, or for sign language interpreters to have time to study materials to ensure appropriate sign language interpretation during the test).

Guidelines and Standards

Students need to be able to meaningfully access an assessment for it to validly measure their knowledge and skills. A fundamental consideration when evaluating the validity of an assessment is the “fairness” of the test. According to the *Standards for Educational and Psychological Testing* (AERA/APA/NCME, 1999) there is a need that:

all examinees be given a comparable opportunity to demonstrate their standing on the construct(s) the test is intended to measure. Just treatment also includes such factors as the appropriate testing conditions and equal opportunity to become familiar with the test format, practice materials, and so forth. Fairness also requires that all examinees be afforded appropriate testing conditions (p. 74).

Some improperly implemented accommodations (for example, a human reader using his or her voice tone to give a student hints about the correct response to an item) are threats to both test security and to the validity of the assessment. The *Standards* do not specifically address accommodated tests or alternate assessments within the context of test security, but the *Standards* do include items that are relevant to these assessments—for example, “test users have the responsibility of protecting the security of test materials at all times” (5.7).

Several sets of guidelines and standards have been developed that address test security issues. They provide some guidance about how to balance test security with the accessibility needs of some students with disabilities. The *Operational Best Practices for Statewide Large-Scale Assessment Programs*, which was published jointly by the Council of Chief State School Officers and the Association of Test Publishers (ATP), stated that the document addressed:

best practices for achieving test security throughout the process of all paper-based and technology-based assessments, using methods that support the needs of students with disabilities and English learners. (ATP/CCSSO, 2013, p. 81)

Similarly, the guidelines published by the National Council on Measurement in Education (NCME) in *Testing and Data Integrity in the Administration of Statewide Student Assessment Programs* indicated that:

Policies and procedures must ensure that all students have appropriate, fair, and equal opportunities to show their knowledge, skills, and abilities. Students who need accommodations due to language differences or students with disabilities may require appropriate modifications to materials and administrative procedures to ensure fair access to the assessment of their skills. (NCME, 2012, p. 3)

The *TILSA Test Security Guidebook* (Olson & Fremer, 2013) has a chart that lists areas where there is a risk of a test security breach. “Accommodations being used inappropriately to cheat” (p. 16) was listed as one risk area for paper and pencil test tests, computer-based tests, and computer-adaptive tests. The *Guidebook* also included recommendations to states about how to improve test security and reduce cheating, but none specifically addressed accommodations or students with disabilities—though several were broadly relevant. For example, an accommodations provider would be covered by the recommendation to “provide security training to all staff” (p. 44). The recommendation to “limit testing windows to the extent feasible” (p. 44) may have implications for students who need scheduling/timing accommodations.

The U.S. Department of Education published a request for information (RFI) in January, 2012 that asked “the public to submit best practices and policies regarding the prevention, detection, and investigation of irregularities in academic testing” (NCES, 2013, p. 1). This was followed by a symposium on testing integrity in February, 2012. The proceedings of that symposium indicated that there was some discussion of security and students with disabilities. For example, a state assessment director said at the symposium:

[There are] instances where we have done investigations and then when we present the so-called evidence to the attorneys, including answer sheets or test booklets where students with disabilities had marked in the test booklets and then those responses needed to be transferred to the answer sheet, determining that they didn’t match up and something changed somewhere, and then you get into that whole issue of did anybody see the person do it?

And that’s a frustration that I think we at the state level sometimes have, is that we will be told, you know, “We’ve got bigger fish to fry, and we need to worry about that, and we’re not going to win this one,” and that’s a frustration (NCES, 2012, p. 194-195).

Following the RFI and the symposium, a brief was published on *Issues and Recommendations for Best Practices* (NCES, 2013). This document contained little information that directly addressed accommodated tests, alternate assessments, or issues related to the assessment of students with disabilities; though, similarly to other sets of guidelines, some recommendations addressed areas of importance regarding the assessment of this population. For example, this document recommended the establishment and monitoring of the chain of custody. Since preparation and administration of accommodated tests often require adjustments to the general procedures, implementation of this recommendation could improve the security of tests administered to students with disabilities.

Purpose

Little is known about how accommodated tests, and students with disabilities and the assessments they take, are addressed in state test security policies. The analysis described in this report was conducted to partially fill this gap. This report provides a snapshot of how accommodated tests for students with disabilities, alternate assessments, and other related issues were addressed in states' test security policies in 2013-14. The specific research questions were:

1. What information do states' test security policies contain about students with disabilities and the assessments they take?
2. How are accommodations included in states' test security policies?

Analysis Procedures

The information for this report was gathered through the examination and analysis of publicly available written documents accessed on state department of education websites for the 50 states and the District of Columbia. State documents about test security or confidentiality that included information about accommodations or issues related to the inclusion of students with disabilities in the regular assessment were obtained from publicly available documents on states' websites between July and December, 2013. In the process of analyzing documents related to the regular assessment, we found that some states provided information specific to the Alternate Assessment based on Alternate Achievement Standards (AA-AAS), so the search process was repeated from January to April, 2014, to obtain additional information about test security as it related to the AA-AAS.

The types of documents (e.g., procedures or administration manuals, general test security documents, accommodations manuals) that addressed test security and confidentiality related to students with disabilities varied across states. The number of publicly available documents that included information about test security and students with disabilities ranged across states

from one to six documents. In some states information about issues related to students with disabilities was in the state’s test procedures or administration manual. In other states the information was in the accommodations manual. In some states, the information was in both. Information in accommodations manuals that was not in the test security section of the manual was not reviewed for this analysis. The titles and locations of all state documents referenced in this report are provided in Appendix A.

Information that pertained to students with disabilities and test security or confidentiality was compiled and then coded. To generate the coding categories, the policies of five states were reviewed. Based on the information found in those policies, themes were identified and codes were developed. The policies of additional states were then reviewed and coded. When the need for more coding categories was identified, additional codes were added. Previously coded states were then reviewed again to make sure that they should not be coded for the additional coding categories.

Results

Characteristics of State Policies

There was wide variation across states in the ways in which accommodated tests, and students with disabilities and the assessments they take, were included in state policies. Some states provided extensive detailed information, while other states provided brief, broad statements. As shown in Figure 1, states’ test security policies addressed a number of issues. For additional details and specifications, see Tables B1 and B2 in Appendix B.

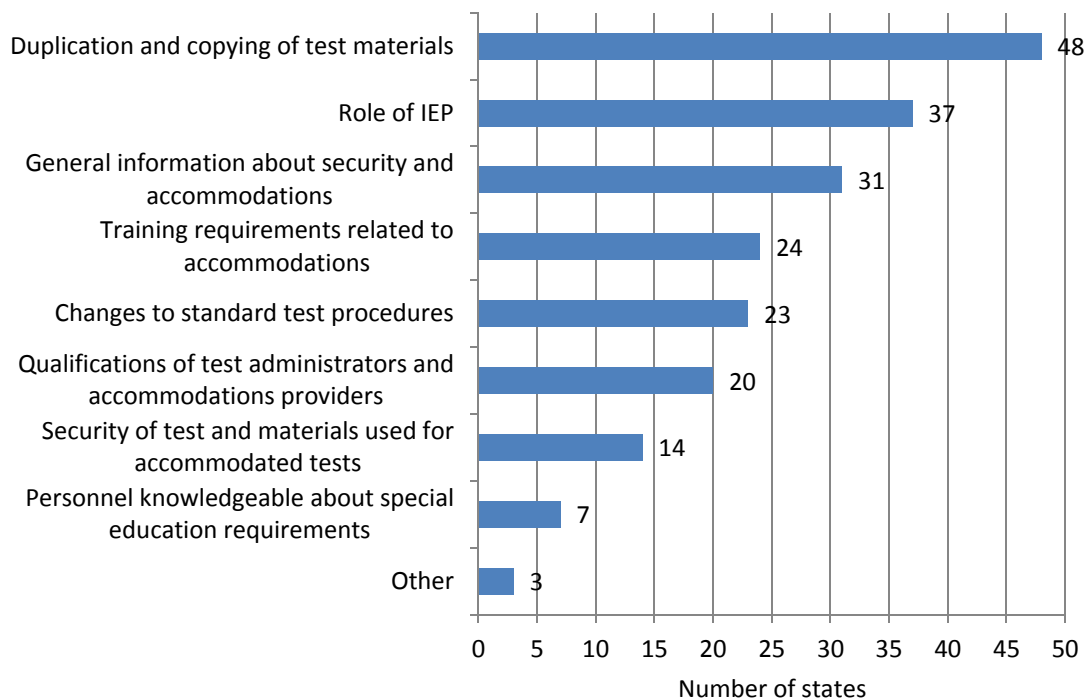
Duplication and copying of test materials. The policies of 48 states addressed the duplication and copying of test materials. A few states allowed duplication or copying. For example, the Illinois policy indicated that:

School staff members may reproduce secure test materials, in whole or in part, if this is necessary to provide a particular test accommodation for a student with an Individualized Education Program (IEP) or a Section 504 Plan. All such copies are themselves secure and must be returned with the original test materials.

A couple states required the local education agency (LEA) to request permission prior to copying. For example, North Carolina’s policy stated:

Secure state tests shall not be copied, filed, or used directly in instructional activities. No person may copy, reproduce, or paraphrase in any manner or for any reason the test materials without the written consent of the NCDPI Division of Accountability Services/North Carolina Testing Program.

Figure 1. Number of States' Test Security Policies That Addressed Selected Issues



For details see Tables B1 and B2 in Appendix B.

Other states did not allow duplication or copying. For example, New Hampshire's policy said:

Duplication of test booklets and answer booklets is strictly forbidden, including, but not limited to, audio taping, videotaping, photocopying, photographing, and handwritten copying.

A couple states' policies described possible alternatives to copying. Indiana's policy stated:

It is a violation of ISTEP+ [Indiana Statewide Testing for Educational Progress Plus] security to: Copy, reproduce, or use in any manner any portion of any secure assessment book, for any reason. Student is allowed to use assistive technology to magnify/enlarge. The actual test booklet may not be copied or enlarged.

Some states have different policies for duplicating or copying test materials for the alternate assessment based on alternate achievement standards (AA-AAS) than for the regular test. For example, the Oregon policy did not allow the regular assessment to be copied, but the AA-AAS could be copied:

One week prior to the opening of the test administration window, the materials may be printed and then photocopied from a master copy for individual student use.

Role of IEP. Test security policies of 37 states contained information about the role of Individualized Education Programs (IEPs) in determining students' accommodations needs. In most states the IEP was mentioned in the test security policy, but little or no explanation was provided. For example, Pennsylvania's test security policy stated:

Teachers and other staff members may give accommodations or modifications that are consistent with the student's IEP, 504, or LEP Plan and that are used in the normal delivery of instruction with the exception of those indicated as not allowable in the Accommodations Guidelines.

The policies of a few states addressed how test validity would be affected if a student did not receive the accommodations on his or her IEP. The Florida policy said:

Students with disabilities may participate in computer-based test administrations using the accommodated forms as indicated on their IEPs or Section 504 plans. If a student does not receive the accommodations designated in the IEP or Section 504 plan, the test administration may be considered invalid.

General information about security and accommodations. Thirty-one states included general information about accommodations security in their test security policies. For example, New Jersey's policy said, "Advanced planning is integral to implementing accommodations/modifications effectively and ensuring that the security of test materials is maintained."

Other states' policies included reminders of appropriate testing procedures, and indicated that state accommodations policies should be followed. Nebraska's policy stated:

In a paper-and-pencil test, test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). In order to ensure test security and confidentiality, test administrators need to keep testing materials in a secure place to prevent unauthorized access, keep all test content confidential and refrain from sharing information or revealing test content with anyone, and return all materials as instructed.

Training requirements related to accommodations. The test security policies of 24 states indicated that training was required that specifically addressed accommodations or students with disabilities for some or all test administrators and accommodations providers. New Mexico is

an example of a state that required everyone to receive training. The state’s policy indicated that district test coordinators must:

Ensure all personnel involved with testing receive training on appropriate test administration, policies, and procedures including accommodations prior to NMSAP [New Mexico Statewide Assessment Program] administration.

Colorado is a state with a policy that specifically addressed the training of accommodations providers:

Assessment proctors who are in “accommodated sessions” should receive training on the appropriate way to administer that specific assessment accommodation. Test proctors who administer the assessment to students with multiple accommodations must be trained on all applicable accommodations.

Changes to standard test procedures. The test security policies of 23 states described which changes to standard procedures were allowed or not allowed. For example, Kentucky’s policy clarified when paraphrasing could be used:

Paraphrasing during the state-required assessment shall be limited to the following:

- breaking directions into parts or segments
- using similar words or phrases in directions
- repeating or rephrasing directions.

Paraphrasing shall not include defining words or concepts, teaching vocabulary, or telling a student what to do first, second, etc. Reading passages and content passages may not be paraphrased as that would impact content validity.

Some states policies indicated that no standard procedures could be changed. For example, Oklahoma’s policy stated:

All test administration sessions shall be conducted according to the standardized procedures described in the test administrators’ manuals. This includes reading the directions to students verbatim; timing each subtest according to the time delineated in the official administration manual; refraining from allowing students to read test items before test timing begins and/or beyond the completion of time specified for each test; and assuring that only the materials designated for student test use are on the student’s desk during test sessions.

Qualifications of test administrators and accommodations providers. Test administrators need to know how to appropriately administer accommodations to students with disabilities

without compromising test security. Some accommodations are provided by a human access assistant (e.g., sign language interpreter, human reader, scribe). Test security policies in 20 states addressed who may (and who may not) provide accommodations.

Some states permitted only licensed educators to administer the test. Mississippi's policy stated, "Test administrators shall be licensed personnel." Other policies allowed individuals who were not licensed personnel to administer the assessment or provide accommodations. For example, Connecticut's policy indicated that:

Test examiners should be certified school personnel; however, if a paraprofessional or substitute teacher is needed to administer a test, the individual must be fully trained in test administration and test security procedures.

A few state policies suggested that historically a wide range of people may have delivered accommodations: For example, Ohio's policy stated:

Any person providing an accommodation must be an adult non-relative of the student. Students may not serve as scribes for other students, even if they are older students.

Security of test materials used for accommodated tests. The policies of 14 states specifically addressed security issues related to test materials used for accommodated tests. For example, South Carolina stated:

Secure test materials include: all customized administration materials including Braille, sign language, large-print, and loose-leaf test booklets, oral administration scripts (OASs), audio CD-ROMS, signed administration scripts (SASs), sign language DVDs, Braille Test Administrator's Notes (TA Notes), and Braille OASs. Secure materials must be kept in secure, locked storage when not in use. If possible, the secure location should not have outside or inside windows. Also, secure test materials must not be stored in the same room as a copy or fax machine or any other frequently accessed equipment.

Do not leave secure materials unattended at any time. If a TA must leave the room before testing begins, the test booklets and answer documents should be placed in a secure, locked cabinet, closet, drawer, etc., or all test booklets and answer documents should be taken with the person. If a TA must leave the classroom for a brief amount of time and there are no students in the room, test booklets and answer documents are secure if the door to the room is locked.

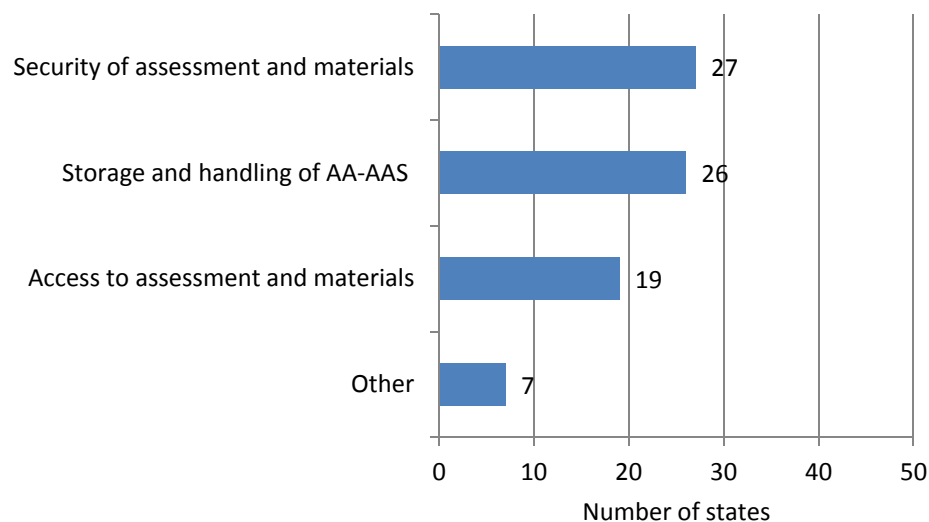
Personnel knowledgeable about special education requirements. The policies of seven states specifically indicated that individuals involved in the administration of assessments to students with disabilities understand relevant special education requirements (e.g., IEPs, accommodations policies, participation guidelines, etc.). For example, Florida’s policy said:

If a student is given an accommodation that is not allowed on statewide assessments, that student’s test must be invalidated. Teachers should be aware of allowable accommodations to ensure they are not offering classroom testing accommodations not allowed on statewide assessments.

Additional AA-AAS Test Security Issues Addressed State Policies

Figure 2 shows how several additional criteria were addressed in state policies for the AA-AAS. For details and specifications for these criteria see, Tables B3 and B4 in Appendix B.

Figure 2. Additional Test Security Issues for AA-AAS



For details see Tables B3 and B4 in Appendix B.

Security of assessment and materials. Twenty-seven states had test security policies for the AA-AAS that addressed the security of the assessment and the materials used to administer it (e.g., materials needed to administer performance tasks, materials for individualized accommodations, etc.). Most states considered their AA-AAS to be a secure document; a few did not. This partially was explained by differences across states in the type of AA-AAS the state administered (e.g., item based, performance tasks, portfolio, checklist). For example, Wisconsin’s assessment was a secure item-based assessment with performance tasks:

The Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) Test Books and student Answer Documents must be kept secure. Students must not be exposed to test content before the actual testing. If students have prior knowledge of test content, results of testing can give a deceptive picture.

New Mexico's AA-AAS also included performance tasks and its policy stated:

The New Mexico Alternate Performance Assessment (NMAPA) and the New Mexico Alternate Assessment for High School Graduation (NMAAHSG) test materials, including the test booklets, Student Score Forms, printed materials (e.g., storybooks in Language Arts), and artifacts produced as a result of test administration, are secure test materials. To maintain the validity of the tests administered in the statewide assessment system, security of the test questions and test materials is absolutely necessary.

Maine's policy reminded AA-AAS test administrators that, "Tasks are secure materials and should not be sent home with the student."

Some states that had performance tasks did not consider resources used during the assessment administration (materials used to administer the tasks, manipulatives, etc.) to be secure. For example, Delaware's test security policy stated:

Physical manipulatives, such as foam circles, foam triangles, and other objects, are not secure and should be kept by schools after the administration of the DCAS-Alt1 [Delaware Comprehensive Assessment System - Alternative 1] to be used for instructional purposes.

Other states considered these types of resources to be secure items. Wisconsin stated, "Manipulatives or assistive devices that provide clues to the content of the test should also be kept secure."

There was variation across states that used a portfolio assessment as their AA-AAS in whether they were considered secure documents. Some did not consider portfolios to be secure until after the student work was created or entered into them, while others considered them secure throughout. Tennessee's policy stated: "Apply the same confidentiality to the portfolio process as is granted to all other TCAP Test administrations."

Maryland was an example of a state that only considered the portfolios secure after student work was entered:

The materials used to construct the Alt-MSA [Alternate Maryland School Assessment] portfolio (binder, tabs, forms, etc.) are not secure before they contain student-specific information and student work. However, once the portfolios contain completed artifacts, the portfolios become secure documents and must be treated with the same care as other secure testing materials. As such, portfo-

folios should be maintained in a secure, locked area when not in use, accessible only to the members of the TET [test examiner team] and the STC [school test coordinator]. Alt-MSA Portfolios must not be taken out of the school building by Test Examiners unless the Test Examiner is a home and hospital teacher.

Connecticut used a checklist for its AA-AAS and did not consider it a secure document:

Unlike other CMT [Connecticut Mastery Test] testing materials, the CMT Skills Checklist is not a secure document. This means that the CMT Skills Checklist may be copied.

Storage and handling of AA-AAS and related materials. Twenty-six states had policies which specifically addressed the handling of the AA-AAS and related resources. For example, Kentucky's policy stated that:

Test materials (Attainment Tasks) cannot be stored in classrooms unless double locked (such as in a lockable storage unit inside a locked room). Access to these locks shall be limited to authorized personnel only.

The policies of some states indicated whether (and how) the AA-AAS may be accessed prior to administration to prepare for it. Florida's policy said:

Teachers may have access to the test booklets and auxiliary materials prior to testing in order to familiarize themselves with and organize test materials before testing, but materials must be checked out of and back into the school's locked storage room each day. A Security Checklist has been provided for the purpose of tracking these materials at each school.

Idaho described how portfolios should be stored:

Once the portfolios contain student identifying information, student testing materials, and student work, the portfolios become secure documents and must be treated with the same care as other secure testing materials, keeping them in a locked file cabinet.

Issues sometimes arose for the AA-AAS that would be unlikely to be an issue with the regular test. For example, Mississippi's policy addressed how security for the Mississippi Alternate Assessment of Extended Curriculum Frameworks (MAAECF) should be maintained when there was a need to transport the assessment across districts:

To transfer MAAECF documents between districts teachers may physically transport them between the two districts as long as two (2) school staff are present at all times with the secure test materials.

Access to assessment and materials. The test security policies of 19 states indicated who could access the AA-AAS and related materials. For example, Oregon’s policy stated:

Only authorized district personnel are allowed to download, distribute, and/or enter student data for the Extended Assessments. Authorized personnel include District Test Coordinators as well as individuals trained in the Extended Assessments who also have the appropriate permissions (e.g., Qualified Trainers and Qualified Assessors) and security clearance on file at the district office.

Other. Seven states had test security policies for the AA-AAS that included other criteria, such as how to handle security issues related to soiled (e.g., with blood or vomit) test booklets and answer sheets, and how to handle parent requests to see the AA-AAS

Test Security Agreements

Many states have test security agreements. These agreements sometimes included language about accommodations, the alternate assessment, or students with disabilities. Table 1 contains examples of language in the test security agreements of several states.

Table 1. Examples of the Language in Test Security Agreements that Addressed Accommodations

I certify that students with disabilities and LEP students received appropriate accommodations with their IEP, ELP or 504 plan.	Idaho Testing Personnel Test Security Agreement
I will adhere to the parameters that apply to the use of assistive technology and document all applicable assistive technology to ensure the accuracy of student responses.	Indiana Testing Security and Integrity Agreement
By signing below as a test administrator for students with disabilities who require one of the accommodations listed above, I acknowledge and accept that I am bound by the terms of this agreement prohibiting the disclosure of information regarding secure materials. I also acknowledge and accept that my failure to abide by any term of this nondisclosure agreement will result in serious consequences, including but not limited to action to limit or revoke my Massachusetts educator license.	Massachusetts Nondisclosure Agreement for Test Administrators Administering Test that used Selected Accommodations that Require Them to View the Test
I will provide the appropriate test accommodations and modifications to limited English proficient (LEP), Special Education (SE), and/or Section 504 plan students in accordance with testing policy and procedures.	New Jersey Test Security Agreement
If serving as an Examiner for online read-aloud test sessions, I will not answer test questions in the Web-based assessment before, during, or after the administration of the test.	Virginia School Division Personnel Test Security Agreement (Including Examiners/Proctors)

A few states had test security agreements designed specifically for AA-AAS test administrators (see Table 2 for an example).

Table 2. Example of an AA-AAS Test Security Agreement

<p style="text-align: center;">Arizona’s Instrument to Measure Standards Alternate (AIMS A) 2014 Test Security Agreement</p> <p>I acknowledge that AIMS A is a secure test and agree to the following conditions of use to ensure the security of the test.</p> <ol style="list-style-type: none">1. I shall take necessary precautions to safeguard all test materials.<ol style="list-style-type: none">a. I shall sign an AIMS A 2014 Test Security Agreement.b. Access to test materials including the online multiple choice section is restricted. I shall not attempt to gain access to test materials beyond that which is granted to me by my school/district test coordinator, superintendent, or charter representative.c. If test materials including student data sheets are distributed to me, I shall keep them under lock and key except during actual test times.d. I shall not permit students to remove test material from the testing room except under the supervision of staff.e. I shall not examine, read, or review the AIMS A test.<ol style="list-style-type: none">i. I shall not disclose, nor allow to be disclosed, the content of the test.ii. I shall not discuss any test item at any time.iii. I shall not examine, read, or review any student responses.iv. I shall not report any students’ answer choices based on previous experience outside the testing window.f. I shall not use any test materials for instruction before or after test administration.g. If test materials are distributed to me, I shall return all AIMS A test materials including student data sheets to the special education director or AIMS A designee immediately upon the completion of testing.2. I understand that the district superintendent or charter representative will develop, distribute, and enforce disciplinary procedures for the violation of test security by staff. <p>Individuals who will administer AIMS A test for 2014 must also agree to the following conditions to ensure the correct administration of the tests.</p> <ol style="list-style-type: none">3. I shall participate in training activities prior to administering the tests.4. I shall review the <i>AIMS A 2014 Test Administration Directions</i>, as appropriate prior to administering the test.5. I shall follow all instructions in the <i>AIMS A 2014 Test Administration Directions</i> including presenting all test items from all sections of the AIMS A to the student during the student’s school day. <p>By signing my name to this document, I am assuring my district/charter and the Arizona Department of Education that I will abide by the above conditions and that anyone I supervise, who will have access to the 2014 AIMS A test will also sign a Test Security Agreement.</p>

In some states that had an electronic format for the AA-AAS, the teacher security agreement was embedded within the digital system. For example, Idaho stated, “When the teacher logs in a security agreement is provided and logging in is affirmation that all security measures are understood and followed by the user.”

Accommodations

The test security policies of many states provided specific information for several accommodations where there were potential test security issues if not administered appropriately. This section presents a summary of the ways in which states included selected accommodations in their test security policies. Some policies provided detailed information about how to provide the accommodations, while others merely gave basic information about the accommodation to reinforce what was in the state’s accommodations manual.

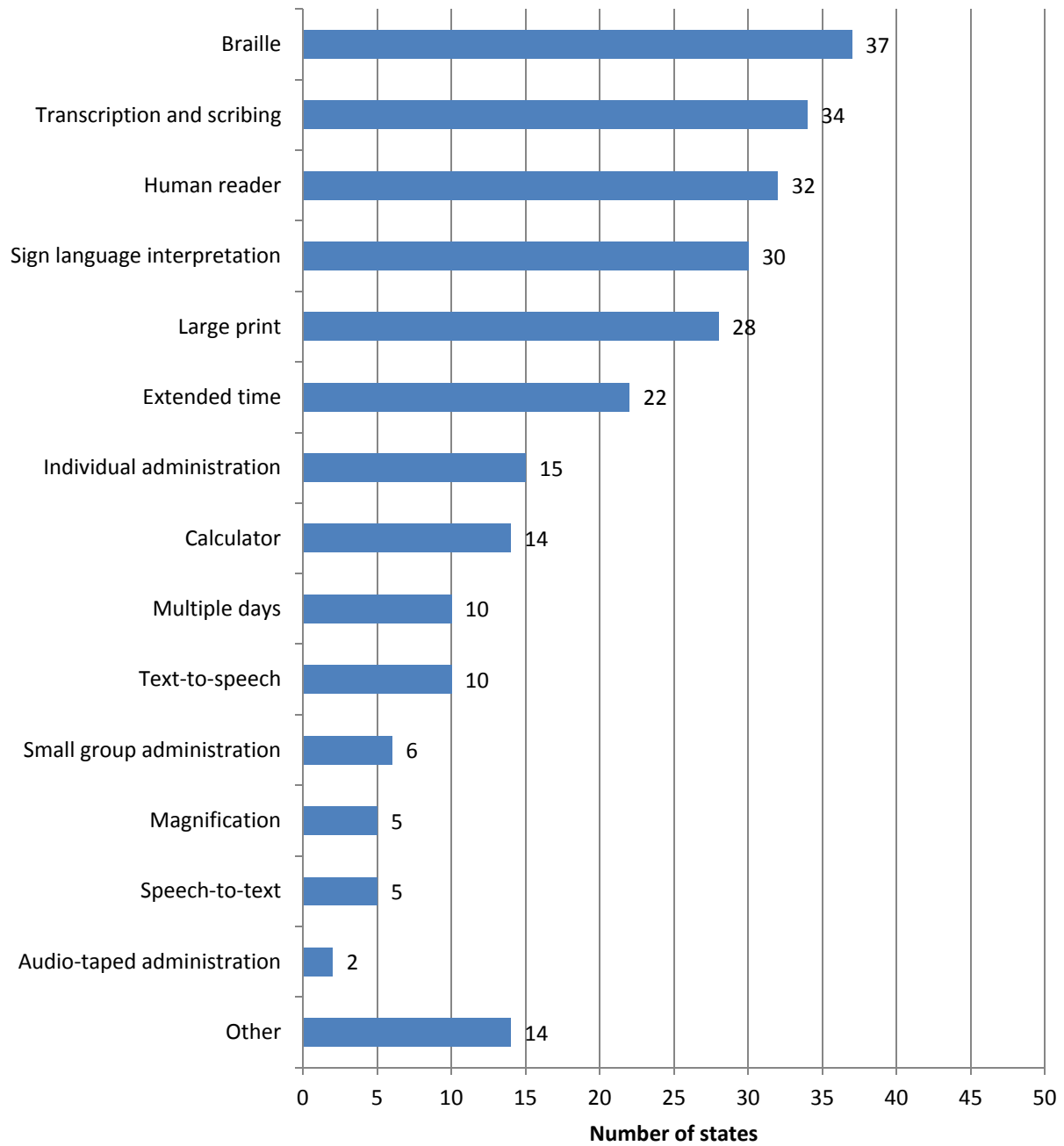
Figure 3 indicates the number of states that included each accommodation in its test security policy. Braille was mentioned in the policies of 37 states, and it was the accommodation that was addressed most frequently. Other accommodations included in the test security policies of more than half of the states were transcription and scribing, human reader, sign language interpretation, and large print.

Each of the selected accommodations is discussed in this section. The figures that follow contain the same information as Figure 3, but present the results in smaller groupings to facilitate comparisons. The accommodations are organized so that accommodations that address similar needs are grouped together. In some cases the accommodations grouped together may be near substitutes for one another—though one may have more (or different) security risks than the other. In other cases one of the accommodations in the group may typically be used for paper and pencil tests, while the other accommodation often is used with computer-based tests.

For additional details about the ways in which test security policies addressed accommodations for both the regular assessment and the AA-AAS, see Tables B5 and B6 in Appendix B.

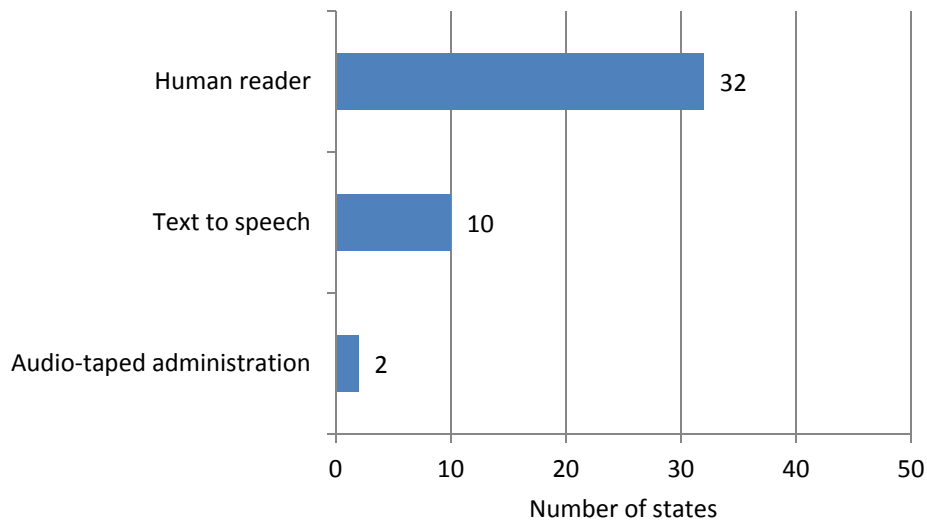
Oral delivery accommodations. As shown in Figure 4, there were three oral delivery accommodations included in states’ test security policies: human reader, text to speech, and audio taped administration. The human reader accommodation and audio-taped administration—as well as text-to-speech assistive technology software—are accommodations that are used for paper and pencil tests. Text to speech (which may be either embedded in the test platform or a separate software application) is more often used for computer-based assessments.

Figure 3. Selected Accommodations Addressed in States Accommodations Policies



For details see Tables B5 and B6 in Appendix B.

Figure 4: Oral Delivery Accommodations



For details see Tables B5 and B6 in Appendix B.

Human reader. The test security policies of 32 states addressed the oral delivery of the assessment by human readers. Many policies emphasized that the tests contained secure content and that human readers must not disclose test content or read the assessment in ways that might affect the students’ responses. Many states required human readers to sign a test security agreement. For example, the Texas policy said:

Test administrators conducting an oral administration must be aware that they are viewing secure content and that responding to test questions, recording the information they see, scoring the test, or discussing the content of the test at any time is strictly prohibited. As a reminder of this obligation, individuals who give an oral administration of a test are required to sign a separate section of the test administrator’s oath.

Some policies emphasized the importance of following guidelines about the appropriate way to read content. For example, the Rhode Island policy stated that, “Guidelines for reading mathematical symbols and numbers written as numerals must be followed.” The Wisconsin policy indicated that:

Test administrator must read in a pace and tone that is appropriate for each individual student. Careful attention must be given such that no changes in tone or inflection are detectable which might indicate a correct answer.

Text to speech. Ten states had policies for the text-to-speech accommodation. For example, South Dakota had a test security agreement for special approved accommodation use. It stated:

If a text-to-speech program is being utilized, I have reviewed the material to ensure the reading passages will not be read aloud, and the content of the test is pronounced appropriately and the test items are not read in a manner to give away an answer.

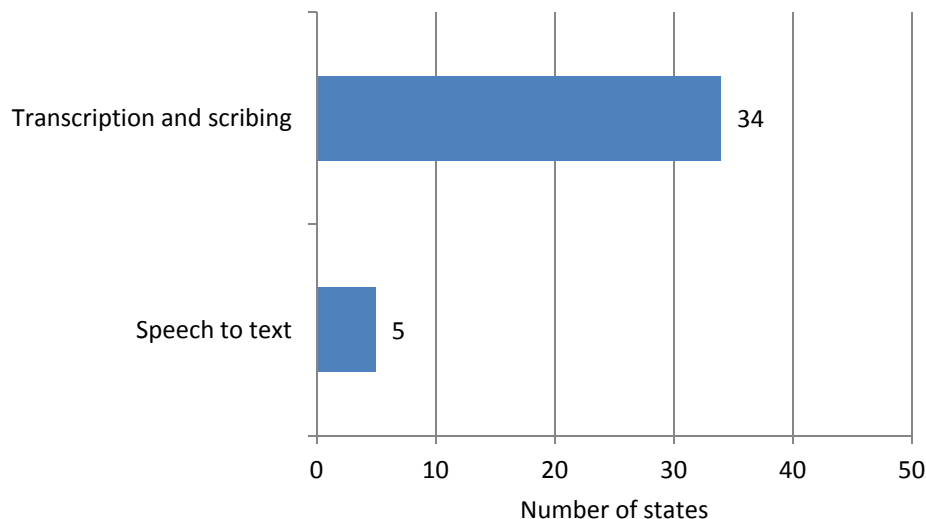
Audio-taped administration. Audio-taped administration is another way that assessments are delivered orally, and two states had test security policies for this accommodation. For example, the Ohio policy stated that:

The English audio recording of the test will be provided on a secure CD for student use. The purpose of this CD is to provide a standardized “read aloud” accommodation of allowable parts of the tests in English. This accommodation resource is meant to provide an alternative to districts providing a staff person to provide the “read aloud” accommodation; however, a test administrator must be in the test location to maintain security. It is suggested that prior to the assessment administration students use the released special versions on the assessment website to allow them to become familiar with the CD format.

Accommodations Used to Record Student Responses. Some students need an accommodation to record their responses. As shown in Figure 5, there were two accommodations for recording student responses (i.e., transcription and scribing, speech to text) included in states’ test security policies. The use of a human access assistant to do transcription and scribing is used most often with paper and pencil assessments. Text to speech (which may be either embedded in the test platform or a separate software application) is used for computer-based assessments. Text-to-speech software also is sometimes used with paper and pencil tests. In some cases, a human access assistant then transcribes the responses into the standard answer documents. Students who participate in computer-based assessments who are unable to use text-to-speech software (for example, a student with both a physical disability and a speech and language disability) may need a human scribe to enter responses.

Transcription and scribing. The test security policies of 34 states addressed transcription and scribing. Many of these policies included guidelines for the human access assistant who provided this accommodation. For example, Delaware’s policy said, “Scribe may NOT suggest edits to the student or influence the editing in any way except spelling and capitalization.”

Figure 5: Accommodations Used to Record Student Responses



For details see Tables B5 and B6 in Appendix B.

Some policies provided more detailed descriptions of how scribing should be provided. The District of Columbia’s policy said:

The scribe is a trained and experienced individual who is familiar with the content and vocabulary of the content. The scribe must not edit or alter student work in any way and must record word for word exactly what the student has dictated. Scribes may request clarification from the student about the use of capitalization, punctuation, and spelling key words, and must allow the student to review and edit what the scribe has written. A scribe records while the student is dictating and edits in front of the student.

Other policies addressed the procedures that must be used to transcribe student responses onto an official answer sheet or into the online testing system. Minnesota’s policy stated that, “Scribes or staff transferring student responses must record student responses exactly into the answer document, Online Testing System or Data Entry Interface.”

Speech to text: Five states had policies that addressed speech to text. For example, Washington included a series of questions for test administrators, including this one:

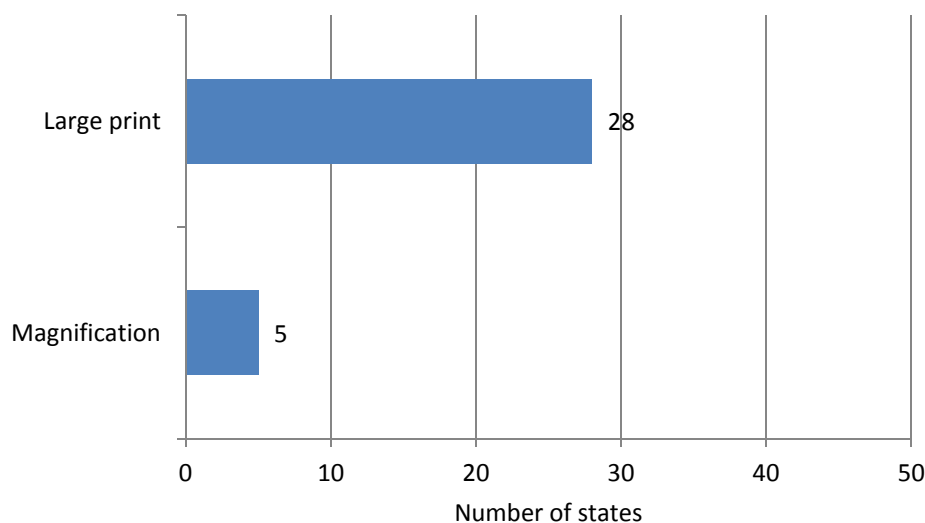
If Speech-to-Text, Text-to-Speech, or other assistive technology was used, have you confirmed that all secure test content was removed from the computer/network?

Indiana’s test security agreement included the following statement:

I will adhere to the parameters that apply to the use of assistive technology and document all applicable assistive technology to ensure the accuracy of student responses.

Enlarged text accommodations. As shown in Figure 6, there were two enlarged text accommodations (i.e., large print, magnification) included in states' test security policies.

Figure 6: Enlarged Text Accommodations



For details see Tables B5 and B6 in Appendix B.

Large print. Twenty-eight states had test security policies that specifically addressed the large print accommodation. Many of these states had policies that described the appropriate way to transfer student responses from the large print documents to scannable scoring sheets or into an online system. For example, the Utah policy stated:

Students who use the Large-Print version should record their answers directly on the Large-Print test book by circling the letters for their selected answers, writing their responses, or using a similar marking system. The Test Examiner must then transcribe the student's responses onto a standard Form 1 Student Answer Sheet exactly as they appear in the Large-Print test book.

Some states had policies about the distribution and storage of large print booklets. For example, the Nebraska policy stated:

In a paper-and-pencil test, test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). In order to ensure test security and confidentiality, test administrators need to keep testing materials in a secure place to prevent unauthorized access, keep all test content confidential and refrain from sharing information or revealing test content with anyone, and return all materials as instructed.

Magnification. The test security policies of five states described how tests may be magnified or enlarged. For example, the Indiana policy indicated that, “Student allowed to use assistive technology to magnify/enlarge. The actual test booklet may not be copied or enlarged.”

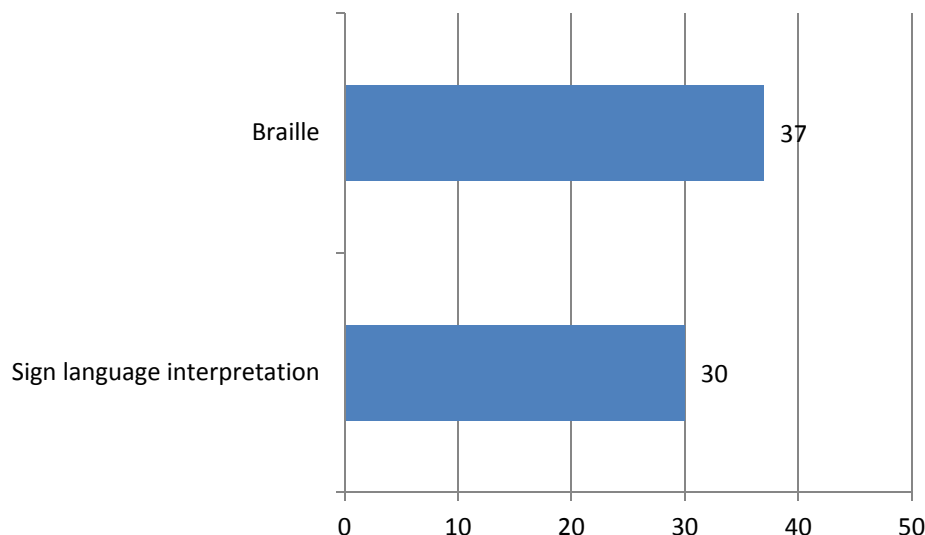
The Oregon policy provided detailed information about the provision of the magnification accommodation:

A student may use any visual magnification device that does not compromise the security of the statewide assessment. A student or test administrator may not upload an assessment to a non-secure browser in order to access the tool, and may not photocopy or scan assessment materials outside of the services provided by the Oregon Textbook and Media Center (OTMC) in order to enlarge assessment materials. The use of visual magnification software is currently only allowed if computer hardware will support it. This use is intended to allow access to functions specific to the enlargement of text and/or to ensure access to text by altering color or contrast features. Test security must be maintained at all times. This accommodation is consistent with the existing allowance for visual magnification devices and does not compromise the security of the assessment. A secure room and the technology must be available. Room security ensures that the projection screen is not visible to individuals not taking the assessment.

Braille and sign language interpretation accommodations. As shown in Figure 7, the test security policies of many states contained information about braille and sign language interpretation.

Braille. Thirty-seven states had test security policies that addressed a range of issues related to the provision of the braille accommodation. For example, braille test administrators might need to access the test prior to test day to prepare for the test administration; several states provided directions for how this should be handled. For example, the Minnesota policy indicated that:

Figure 7. Braille and Sign Language Interpretation Accommodations



For details see Tables B5 and B6 in Appendix B.

Under the supervision of the District or School Assessment Coordinator, a Test Monitor administering a Braille test may access the Test Administrator Notes and the corresponding test books up to 48 hours prior to the scheduled administration.

In some states responses from students taking the test using the braille format needed to be transferred to standard answer documents by school personnel. Test security policies described the appropriate procedures for doing this. For example, Washington’s policy said:

When required, transcribe verbatim all large print and braille tests into appropriate test booklets. Keep large print and/or braille tests with the standard form test booklet (with transcription) when returning to your school assessment coordinator.

The policies of several states addressed how the braille version of the assessment should be administered. For example, the North Carolina policy said:

Some students with impaired vision may be able to take the Braille edition test in the regular classroom if responses can be recorded in a manner that does not disturb other students (e.g., marking answers in test book). Preparations must be made before the test administration in order to accommodate these students. The test administrator must have a regular copy of the test book in case the student asks questions. The test administrator should ensure the form of the regular test book matches the Braille edition before beginning the test administration. If the student asks questions during the test and the student is in the regular classroom with other students, caution should be taken. Security of test items must be maintained and distractions must be minimized.

Sign language interpretation. The test security policies of 30 states addressed sign language interpretation. Most of these policies focused on the appropriate way to sign words to ensure a valid administration of the test. For example, the Florida policy said:

Sign language presentation may be provided for all directions and test items and answer choices on mathematics and science tests. Test items may not be reworded, summarized, or simplified. When providing answer choices, the test administrator must be careful not to use language that might lead a student to the correct/incorrect responses.

Several states' policies indicated who could (or could not) serve as an interpreter. For example, the Indiana policy said:

Parents are not allowed to serve as the educational interpreter. Reading comprehension questions may not be signed to the student under any circumstances. While the interpreter or proctor may be used to reading the questions verbatim, the test directions must be provided by a licensed teacher (also the test administrator).

The West Virginia policy allowed the student's teacher to be the sign language interpreter under certain conditions:

Educational sign language interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words, intent of test questions, or responses to test items. A student's teacher should not serve as the interpreter/translator in a testing situation unless a second person is present to monitor for quality and fairness.

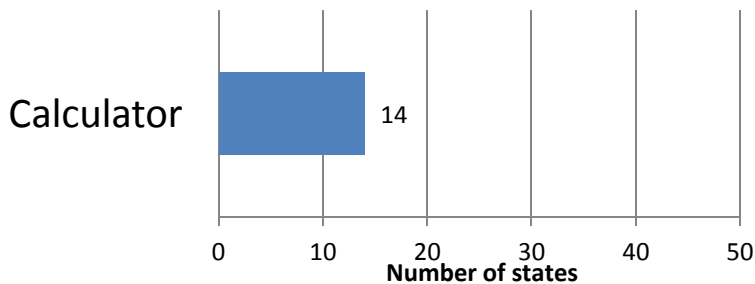
The policies of several states allowed sign language interpreters to view the test prior to administration to prepare. For example, the Oregon policy indicated that:

Paper based test materials must not be given to the TA prior to the date of the actual test administration. The only exception to this rule is for Sign language interpreters who will need access to test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or finger-spelled, consistent with the new signed interpretation accommodation described in the Accommodations Manual.

Calculator. As shown in Figure 8, the test security policies of 14 states addressed the calculator accommodation. The policies often described the types of calculators that were allowed. For example, the Nevada policy indicated that:

Calculators are only permitted if specified in a student’s IEP. Calculators (applies only to students with an IEP allowing calculator use) must be free-standing, basic four-function or scientific calculators ONLY. Graphing and programmable features are PROHIBITED. Calculators that require an electrical outlet, use paper tape, have sound capability, or have typewriter-style keypads are PROHIBITED.

Figure 8. Calculator Accommodation



For details see Tables B5 and B6 in Appendix B.

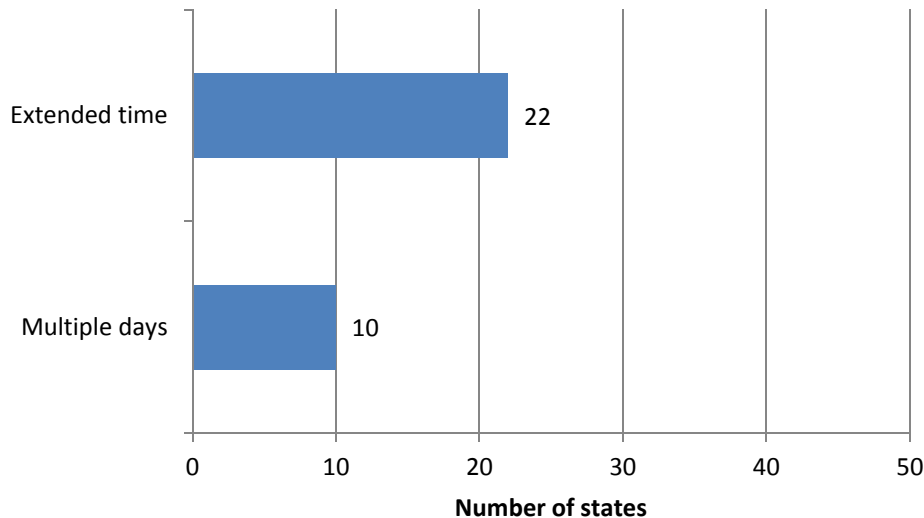
Some states’ policies addressed the need to clear calculator memories prior to the test. The South Dakota policy said, “To help maintain test security, the memory of every calculator used during testing must be reset before and after testing.”

Scheduling/timing accommodations. Figure 9 shows the results for two scheduling/timing accommodations (i.e., extended time, multiple days) included in states’ test security policies.

Extended time. Twenty-two states had policies that addressed security issues related to the provision of the extended time accommodation. For example, the District of Columbia policy said:

Plan ahead for those that need extended time. Consider whether they should be in another setting or if there a way to remove other students who have completed the assessment. For security purposes, testing sessions should be completed in one session, even though extended.

Figure 9. Scheduling/timing Accommodations



For details see Tables B5 and B6 in Appendix B.

The North Carolina policy provided a detailed description of how test materials and breaks must be handled with extended time:

Students who are provided the Scheduled Extended Time accommodation may not begin the test administration sooner than the school’s schedule for the regular test administration. For paper-and-pencil and online administrations, during the break/lunch students must not be allowed to discuss specific test questions or information contained within the tests. Test administrators must inform students of these policies before students leave the testing area. All test materials must remain secure. If the student is taking breaks as designated in the assessment guide and will not have the opportunity to communicate with peers during the breaks, the student may review and change responses in the portion of the test already completed.

Multiple days. Ten states had policies that addressed issues related to testing across multiple days. Some states indicated that multiple day testing was prohibited. For example, Indiana’s policy said that, “A test session cannot extend beyond an instructional day.”

Some policies focused on the location where testing on subsequent days took place. For example, the Alaska policy stated, “Special arrangements may be needed to accommodate testing over several days. The student will need a secure space for testing.”

Some of these policies provided specific information about how to minimize the likelihood of security breaches when an assessment was administered over multiple days. For example, the Louisiana policy described how students could not go back to previously attempted items:

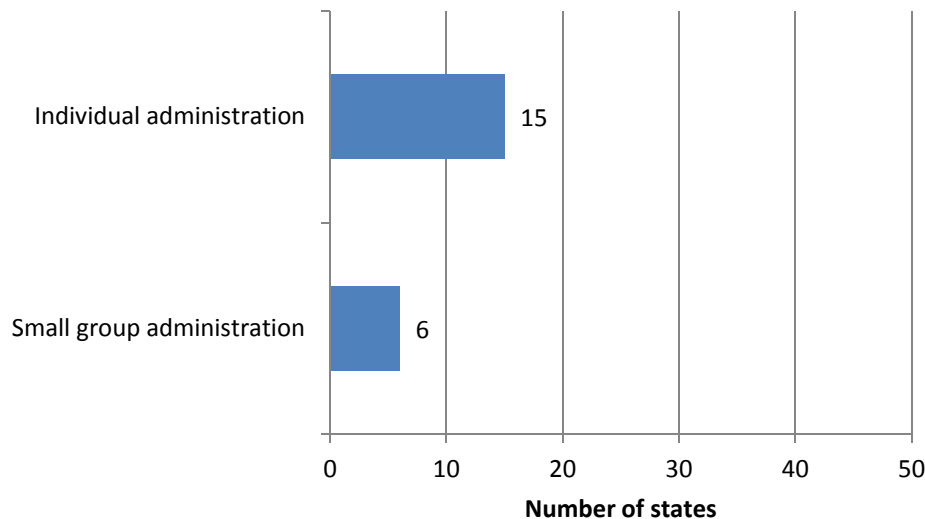
If testing is to be continued after an extended break or on another day, the test administrator must put a nonpermanent place marker, such as a sticky note, on the answer document where the student stopped testing and monitor the testing that follows to ensure that the student does not return to previously attempted items.

Washington’s policy stated that:

Students who have documented additional days for a testing session (IEP, 504, ELL) may have multiple days to complete one HSPE [High School Proficiency Examination] content-area. However, a student must finish one content-area test before beginning the next content-area test.

Setting accommodations. Figure 10, shows the results for two setting accommodations (i.e., individual administration, small group administration) included in states’ test security policies.

Figure 10. Setting Accommodations



For details see tables B5 and B6 in Appendix B.

Individual administration. The test security policies of 15 states discussed individual administration. Many of these policies provided little detail about how individual administration should be carried out, and merely mentioned it within the context of the provision of another accommodation (e.g., scribing, read aloud, sign interpretation, etc.). For example, the West Virginia policy said:

A student using the scribe accommodation should be tested in a quiet room apart from other students to avoid interruption while testing and to avoid examinees being able to hear or see other students' responses.

Kentucky's policy stated that:

If school staff decides to administer the assessments to the student in a separate location, all standards for appropriate test administration and security shall be maintained.

A few policies provided more detailed general information about how individual (and small group) administration should be carried out. For example, the Vermont policy stated:

Test security must be maintained in all alternative settings. The administrator must secure all test materials during transfer to and from the alternative setting. If the student is being tested in a separate location within the school, do not send the student to the alternative setting or back to the classroom on his/her own with testing materials.

Small group administration. The policies of six states discussed small group administration. Many of these policies provided little detail about how small group administration should be carried out (and it often was mentioned in conjunction with individual administration). It also was often mentioned it within the context of the provision of another accommodation (e.g., read aloud, sign interpretation, etc.). For example, the North Carolina policy said:

To ensure the validity of the test, students provided the Test Administrator reads the test aloud or sign interprets it must also be provided the Testing in a Separate Room accommodation (small group or one-on-one).

Vermont used a Q and A format to explain the procedures a school or district should use to obtain multiple copies of the same format of a test for small group administration:

Q: I need multiple copies of the same test form in order to administer the test to a small group of students with the same accommodation(s). What should I do?

A: In specific situations like this one, you may collect enough copies of the same test form from different packs of test materials. If you are unable to collect enough copies, call the NECAP Service Center to request the number of copies of a specific form that you require.

Other. Fourteen states had test security policies that addressed other accommodations, including audio-video taped responses, manipulatives, breaks as needed, and scratch paper. For additional details, see Tables B5 and B6 in Appendix B.

Differences Across Regular Test and AA-AAS

In a few states, test security policies permitted some accommodations to be implemented in different ways for the AA-AAS than for the regular assessment. For example, for scribes the District of Columbia policy for the regular test indicated that:

For the DC CAS [DC Comprehensive Assessment System], the scribe is a trained and experienced individual who is familiar with the content and vocabulary of the content. . . Scribes should be trained and review all DC CAS test security practices.

But the District of Columbia policy for its AA-AAS said that, “Scribes should be familiar persons who are typically responsible for recording student work during regular instruction.”

Discussion

All states had test security policies that addressed accommodated tests, alternate assessments, or other related issues. Some policies contained detailed information, whereas the information was sparse or very general in the policies of other states. Often, information about test security and students with disabilities was presented in two or more different state documents (for example, in the test administrator manual and in the accommodations manual). In a few cases, policies differed across documents. Care needs to be taken to ensure that consistent (and correct) test security information is being disseminated across all documents.

Forty-eight states had policies about whether tests could be duplicated/copied, while more than half of the states’ policies included general information about how to maintain test security for accommodated tests or the role of the IEP in determining which accommodations a student should receive.

There are unique security issues when a human access assistant is needed to deliver an accommodation. Thirty-four states had policies for transcription and scribing, 32 states had policies for human readers, and 30 states had policies for sign language interpretation. Test security risks are particularly high when a human access assistant delivers an accommodation—for example, a human reader may give hints to which response is the “right” answer. Also, accommodations that require a human access assistant are often delivered using small group or individual administrations where there is less likelihood of others seeing any security breaches. This analysis found

that the policies of some states provided insufficient detail about how to appropriately deliver these accommodations so that test security risks would be minimized, while other states had policies that provided direction to human access assistants about how to appropriately read or sign the assessment without providing hints or clues. These policies typically emphasized that the tests contained secure content, and that human readers or sign language interpreters must not disclose test content or read the assessment in ways that might affect the student's response. Similarly some states had policies that provided detailed information about how the scribe should record or transcribe student responses. Providing training for access assistants may help reduce test security risks. Having test security agreements that specifically address the types of issues that may arise related to human access assistants may help minimize test security risks.

States also need to carefully consider who should provide accommodations, and how to ensure that those individuals have the training needed to deliver the accommodation appropriately while maintaining test security and confidentiality. Some states' policies suggested that historically the requirements have been very lax about who may deliver an accommodation. For example, one state's policy indicated that parents may not administer an accommodation, while another said that a student may not provide accommodations for another student.

As more states move to online assessments, embedded access tools and accommodations provided via technology may substitute for accommodations currently provided by human access assistants (e.g., text-to-speech instead of human reader; speech-to-text instead of scribe). The technology-embedded approach may reduce some security risks. Still, it is likely that there will continue to be a need for human access assistants (for example, for a student with physical disabilities who needs a human scribe because of disability-related motor skill and speech issues).

Several states had policies that addressed speech-to-text (n=10) and text to speech (n=5). These policies often stressed the importance of ensuring that students had the correct accommodations, and that care needed to be taken to help ensure that the technology was not providing the student with access to any information or accommodation that was not allowed. Several states that delivered the AA-AAS online had policies that addressed security issues related to the online delivery of that assessment (e.g., password security).

Sometimes there may be a need for test administrators to access a test prior to test day so that adjustments can be made to test materials (for example, enlarging text for students with low vision, or for sign language interpreters to have time to study materials to ensure appropriate signing), but the test security policies of some states did not allow access prior to test administration. Among the states that allowed pre-administration access to the regular test, the time varied from 48 hours to 1 hour. There also was variation in how far ahead test administrators were allowed to access the AA-AAS. Some states did not set a maximum length of time that

the AA-AAS could be accessed prior to administration, whereas other states set a specific time (for example, one week).

The type of AA-AAS (item-based, performance tasks, portfolio, checklist) that states administered varied across states, and these format differences were reflected in the way state policies approached test security. States with an AA-AAS that had item banks or performance tasks typically sought to maintain security of these items, whereas the state with a checklist did not consider the checklist to be a secure item. There was variation across states as to when (or whether) a portfolio—and the materials in it—shifted from being a non-secure item to a secure one.

Many accommodated tests—especially those that involve a human to administer accommodations—are delivered in a small group or individual setting. However, many test security policies contained little information about how these administrations should occur to minimize the likelihood of a security breach. Some of the procedures suggested in current state policies may create security risks (such as recommending that schools should get multiple copies of the same format of a test for small group administration by collecting enough copies of the same test form from different packs of test materials). States may need to consider whether their test security policies need to provide more guidance about small group and individual administrations. According to Fremer and Ferrara (2013):

Test administrators often are more able to violate test security for small group and individual administrations because fewer examinees are involved and because those administrations may not be monitored as closely as large group administrations (p. 27).

Limitations

For this study many state documents that addressed test security and students with disabilities were compiled and analyzed, but there probably were additional state documents that contained information about how states' test security policies addressed accommodated tests for students with disabilities, alternate assessments, and other related issues that were addressed in states' test security policies. This analysis included only documents that were publicly available on states' websites. Other documents may be available on secure portals that require a user to log-in, or may be included as hard copies in the packages of materials that are sent to districts and schools.

Only data from state policies that pertained to students with disabilities and test security or confidentiality were compiled, coded, and analyzed. Therefore, for the regular test, general information about test security (e.g., how tests were handled and stored, general assessment procedures, etc.) was not compiled because it did not specifically mention students with disabilities or accommodations. For the AA-AAS, these data were compiled because the students

who take the assessment are students with disabilities. Therefore, it was not possible to compare across the two assessments for some criteria, such as test storage and handling.

Considerations

Many states are concerned that their test security policies may not adequately address accommodated tests, alternate assessments, and other related issues. For example, a survey conducted by the U.S. Government Accountability Office (2013) found that 45 states believed that their state test was vulnerable to cheating when testing students in need of accommodations.

The ability to make valid inferences is compromised when accommodations are used inappropriately or when assessment procedures are not followed. Policies, processes, and procedures are needed that will support the valid measurement of what students with disabilities know and can do while maintaining test security. States need to thoughtfully consider how to balance test security and accessibility. Questions states may want to consider include:

- Do all test administrators and accommodations providers receive training that specifically addresses how to maintain test security while providing access for students with disabilities?
- Are all individuals who administer tests or provide accommodations to students with disabilities required to sign test security agreements? Do the agreements specifically address accommodations, alternate assessments, and other related issues?
- Are there situations where test administrators or accommodations providers may need to access the test prior to administration (e.g., to prepare for sign interpretation, to make adjustments to test materials, etc.)? If so, what policies need to be in place to ensure test security?
 - How long before administration may the assessment be accessed?
 - Are there restrictions to where the test may be accessed or how the test will be handled/stored during and after this process (e.g., the test will be returned to a locked room for storage)?
 - Does a second person need to be in the room when the test is accessed prior to administration?
 - Is there a need for a record/log of who accessed the test prior to administration, why they accessed it, and when they had access?
 - Are there processes in place that ensure that confidentiality statements are signed prior to access?
- Where there are several accommodations that serve similar purposes (e.g., human reader/audio-taped recording/text-to-speech, scribe/speech-to-text, extended time/multiple days, magnification/copies of test materials enlarged by duplicating), is it appropriate for the accommodation with fewer test security risks to be identified as the preferred accommodation?

- Do test security policies adequately address small group and individual test administrations?
 - Are the requirements the same for small group and individual test administrators as for other test administrators?
 - Should there be a second adult in the room?
 - How will security be maintained for test materials that are used in small group and individual administrations?

- Are there differences (or no differences) between the test security policy for the regular assessment and the alternate assessment? When is it appropriate for those policies to be the same or different?

- Do test security policies adequately address security issues for access tools and accommodations provided via online assessments while ensuring that students have access to adaptive technology that they may need to access the assessment?

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Appendix A

State Documents Used in Analysis of Accommodation Policies

All state documents were taken from state department of education websites.

Alabama	<p>(2013) January). Alabama Student Assessment Program and Policies for Students of Special Populations. https://docs.alsde.edu/documents/91/Alabama_Student_Assessment_Program_Policies_and_Procedures_for_Students_of_Special_Populations.pdf</p> <p>(2014) Alabama Alternate Assessment Handbook. https://docs.alsde.edu/documents/91/AAA_Handbook_2014.pdf</p>
Alaska	<p>(2011, June). Participation Guidelines for Alaska Students in State Academic Assessments: Students Identified as Limited English Proficient and Students with Disabilities. http://www.eed.state.ak.us/tls/assessment/pdf_files/ParticipationGuidelinesWeb_2011.pdf</p> <p>(2013). Test Security Agreement 2013-2014. http://www.matsuk12.us/cms/lib/AK01000953/Centricity/Domain/105/Assessment/SBA-HSGQE%20Forms/2012-13%20TSA.pdf</p> <p>(2013). Test Security Agreement Guidance 2013-2014. http://www.eed.state.ak.us/forms/Assessment/05-14-001.pdf</p>
Arkansas	<p>(2013, April). Augmented Benchmark Examinations at Grades 3–8 and The Iowa Tests® at Grades 1–2 and 9 April 2012 DISTRICT AND SCHOOL TEST COORDINATORS' MANUAL. http://www.arkansased.org/public/userfiles/Learning_Services/Student%20Assessment/2012/Benchmark_12/District%20School%20Test%20Coordinators%20Maunel_FINAL.pdf</p> <p>(2013, April). The Iowa Test Grade 9- Test Administration Manual. http://www.arkansased.org/public/userfiles/Learning_Services/Student%20Assessment/2013/Benchmark/Test_Administration_Manual_Gr_9.pdf</p> <p>(2013). Arkansas alternate portfolio assessment for students with disabilities grades 3-8 and 11: Administration manual and teacher handbook 2013-2014. http://www.arkansased.org/public/userfiles/Learning_Services/Student%20Assessment/2014/Assessments_for_SWD/Grades_3_8_and_11/Administration_Manual_Grades_3_8_and_11.pdf</p>
Arizona	<p>(2013, Spring). Spring 2013 Test Administration Directions: Grades 3-8. http://www.azed.gov/standards-development-assessment/files/2012/12/spring-2013-3-8-tad_web.pdf</p> <p>(2013). Spring Test Coordinator's Manual. http://www.azed.gov/standards-development-assessment/files/2012/12/spring-2013_tcm_web.pdf</p> <p>(2014). AIMS A Test Administration directions. http://www.azed.gov/special-education/files/2013/09/2014-aims-a-test-directions-manual.pdf</p> <p>(2014). Arizona's Instrument to Measure Standards Alternate (AIMS A) 2014 Test Security Agreement. http://www.azed.gov/special-education/files/2013/09/2014-aims-a-test-security-agreement.pdf</p> <p>(2014). AIMS A Test Coordinator Manual. http://www.azed.gov/special-education/files/2013/09/2014-aims-a-test-coordinator-manual.pdf</p>

California	<p>(2012–13). STAR Test Security Affidavit for Test Examiners, Proctors, Translators, Scribes, and Any Other Person Having Access to STAR Tests (Including Field Tests). http://www.sandi.net/cms/lib/CA01001235/Centricity/Domain/121/assessment/pdfs/2012-13/2012_13%20STAR%20Security%20Affidavit%20Form.pdf</p> <p>(2011–12). STAR Test (Including Field Tests) Security Agreement for District and Test Site Coordinators http://assessment.chino.grouppfusion.net/modules/locker/files/get_group_file.phtml?gid=51193&fid=13682033</p> <p>(n.d.). California Alternate Performance Assessment (CAPA) Examiner’s Manual: Directions for Administration. http://www.startest.org/pdfs/CAPA.examiners_manual.nonsecure.2013.pdf</p>
Colorado	<p>(2013, February). Colorado Student Assessment System Procedures Manual 2012-2013. http://www.cde.state.co.us/assessment/documents/training/2012-2013_Procedures_Manual.pdf (2012) Accommodations Manual http://www.cde.state.co.us/sites/default/files/documents/cdesped/download/pdf/accommodationsmanual.pdf</p> <p>(2013). Coordinator’s manual: Field Test-Science & Social Studies. http://sites.cde.state.co.us/sites/default/files/CO_Coordinator%27s_Manual_Fall_2013_FORWEB.pdf</p> <p>(2014). Colorado Alternate Assessment Examiner’s Manual: Spring 2014. http://www.ctb.com/netcaster/ncmedia/14465/exm_s14CoAlt.pdf</p>
Connecticut	<p>(2013). Test Coordinator’s Manual. http://www.sde.ct.gov/sde/lib/sde/pdf/student_assessment/cmt/2013_cmt_tcm.pdf</p> <p>(2013). MIST Test Examiner’s Manual. http://www.sde.ct.gov/sde/lib/sde/pdf/student_assessment/cmt/cmt_mist_tem.pdf</p> <p>(2013). Common Core State Standards Aligned Practice Assessment Test Examiner’s Manual. http://www.sde.ct.gov/sde/lib/sde/pdf/student_assessment/practice_test/connecticut_ccss_aligned_practice_test_tem_4_11_2013_revised.pdf</p> <p>(2006). Teacher Handbook. http://www.sde.ct.gov/sde/lib/sde/pdf/student_assessment/skills_checklist/teachers_handbook_2006.pdf</p>
Delaware	<p>(2012, August). Guidelines for Inclusion of Students with Disabilities and English Language Learners. http://www.doe.k12.de.us/infosuites/students_family/specialed/Rep_Forms_Pub/DCASInclusionGuidelines2012.13.pdf</p> <p>(2013, August). Online Test Administration Manual Delaware Comprehensive Assessment System (DCAS). http://de.portal.airast.org/wp-content/uploads/2013/06/DCAS_Online_Test_Admin_Manual_2013-14.pdf</p> <p>(2013-2014). Delaware Comprehensive Assessment System Test Administrator User Guide. http://de.portal.airast.org/wp-content/uploads/2013/06/TA-User-Guide_2013-2014.pdf</p> <p>(2013). Test Administration Manual. http://de.portal.airast.org/wp-content/uploads/2013/06/DCAS-Alt1-Fall-2013-TAM.pdf</p> <p>(2013). State Assessment Coordinator Manual. http://de.portal.airast.org/wp-content/uploads/2013/06/DCAS-Alt1-Fall-2013-SAC-Manual2.pdf</p>
District of Columbia	<p>(2013, January). District of Columbia State Test Security Guidelines. http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC_CAS_State_Test_Security_Guidelines_2013_0.pdf</p>

Florida	<p>(2013). Florida EOC Test Administration and Security Agreement (2012, Spring) Guide to Accommodations for Computer-based FCAT, FCAT 2.0, and EOC Assessments.</p> <p>(2010). Guide to FCAT and FCAT 2.0 Accommodations for Students with Disabilities. http://www.fldoe.org/ese/pdf/fcatteam.pdf;</p> <p>(2006). Technical Assistance Paper Accommodations for SWD Taking the Florida Comprehensive Assessment Test (FCAT). http://www.fldoe.org/ese/pdf/y2007-4.pdf</p>
Georgia	<p>(2013). School and System Test Coordinator's Manual. http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Assessment/Documents/CRCT%20Test%20Coordinator's%20Manual%20Spring%202013.pdf</p> <p>(2013). Test Examiner's Manual Grades 3-8. http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Assessment/Documents/CRCT%20Test%20Examiner's%20Manual%20Spring%202013.pdf</p> <p>(2008, August). Accommodation Manual: Guide to Selecting, Administering and Evaluating the use of Test Administration Accommodations for SWD. http://archives.gadoe.org/DMGetDocument.aspx/Accommodation%20Manual%20August%2008.pdf?p=6CC6799F8C1371F6D1C69D60E4029F1085A5BB31C1B556F24ADBA65C89A3BD77</p> <p>(2013). School and System Test Coordinator's Manual: Georgia Alternate Assessment. http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/GAA%202013-2014%20Coordinators%20Manual.pdf</p> <p>(2013). Examiner's Manual 2013-2014: Georgia Alternate Assessment. http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/GAA%202013-2014%20Examiners%20Manual.pdf</p> <p>(2013). Georgia Alternate Assessment (GAA) Update Bulletin. http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/2014%20GAA%20Update%20Bulletin_FINAL%201230.pdf</p>
Hawaii	<p>(2013). Hawai'i Statewide Assessment Program (Online HAS and EOC Exams) Test Administration Manual. http://alohahsap.org/EOC/wp-content/uploads/2013_2014_HSAP_Test_Administration_Manual.pdf</p> <p>(2012-2013). Online HAS Accommodations for 2012-2013. http://alohahsap.org/EOC/wp-content/uploads/2013_2014_HSA_EOC_Accommodations.pdf</p> <p>(2012). Hawaii State Alternate Assessment: Administration Guide 2011-2012. http://sas.sao.k12.hi.us/STATE/SAO/SASWebsite.nsf/10d1a575953d0e908a256c340001adab/d07d993ecdcaf8e60a257635006d13f2/\$FILE/2011-2012%20HSAA%20Administration%20Guide.pdf</p>
Idaho	<p>(2012, September). Testing Coordinator's Guide 2012-2013 Federal and State Assessments. http://www.sde.idaho.gov/site/assessment/docs/TC%20Guide%202012.pdf</p> <p>(2013). Idaho Standards Achievement Tests - Alternate (ISAT-Alt) Portfolio Manual. https://www.sde.idaho.gov/site/assessment/ISATalt/ISATalt/ISAT-Alt%20Portfolio%20Manual%202013-2014.pdf</p>
Illinois	<p>(2013). Professional Testing Practices for Educators Illinois Standards Achievement Test (ISAT).</p> <p>(2012-2013). Illinois State Board of Education Assessment Accommodations for Students with Disabilities': IEP and 504 Guidance for 2012-2013. http://www.isbe.state.il.us/assessment/pdfs/2013/iep_504_guidance.pdf</p> <p>(n.d.) Test Administration: Test Overview, Test Security Best Practices, Test Preparation [PowerPoint]. http://www.isbe.net/assessment</p>

Indiana	<p>(2012). Indiana Statewide Testing for Educational Progress-Plus 2011-2012 ISTEP+ Program Manual: Policies and Procedures for Indiana's Assessment System. http://www.doe.in.gov/sites/default/files/assessment/2011-12-istep-program-manual11-30-11final-kc_1.pdf</p> <p>(n.d). Indiana Testing Security and Integrity Agreement. http://www.doe.in.gov/sites/default/files/assessment/2013-08-19-indianatestingsecurityandintegrityagreement2013-2014.pdf</p> <p>(2011). Handbook on Alternate Assessment in Indiana. http://www.doe.in.gov/sites/default/files/assessment/istar-manual-fall-2011.pdf</p>
Iowa	<p>(2005). Guidance for Developing District Policy and Rules on Test Use, Test Preparation, and Test Security for the Iowa Tests. http://itp.education.uiowa.edu/documents/ITPGuidanceDocument.pdf</p> <p>(2012). Iowa Assessment Planning and Implementation Guide- Form E http://itp.education.uiowa.edu/ia/documents/PlanningImplementationGuide.pdf</p> <p>(2012). Iowa Assessments Directions for Online Administration Levels 9-17/18. http://www.kusd.edu/sites/default/files/document-library/english/Directions%20for%20Test%20Administration.pdf</p> <p>(2014). Iowa Alternate Assessment 1% (IAA) [Website]. https://www.educateiowa.gov/pk-12/special-education/assessment-testing/iowa-alternate-assessment-1-iaa</p>
Kansas	<p>(2012, September). Kansas Assessment Examiner's Manual. http://www.swprsc.org/vimages/shared/vnews/stories/46d6d438757d3/2013_KSEExam-Manual.pdf</p> <p>(2013, October). Accommodations Manual 2013-2014. http://ksassessments.org/sites/ksassessments.org/files/pictures/KSDE%20Accommodations%20Manual.pdf</p>
Kentucky	<p>(2012). District Assessment Coordinator's Guide. http://education.ky.gov/AA/dist-suppl/Documents/DAC%20BAC%20Guide%20for%20EPAS%20QC%20COMPASS%202012-13.pdf</p> <p>(2012, June). Inclusion of special populations in the state-required assessment and accountability programs. http://kycec.org/703KAR5070docincbyrefFINAL.pdf</p> <p>(n.d.) 2013-2014 Administration Guide Overview and Attainment Task Administration: Reading, Math, Writing, Science & Social Studies. http://education.ky.gov/aa/distsupp/kprep/pages/alternate-k-prep.aspx</p>
Louisiana	<p>(n.d.). LEAP and GEE Special Populations and Accommodations http://www.louisianabelieves.com/docs/assessment/accommodations-leap-and-gee-special-populations.pdf?sfvrsn=2</p> <p>(2012-2013). Statement of Assurance Test Security Policy. http://www.louisianabelieves.com/docs/assessment/statement-of-assurance-test-security-district-policy.pdf?sfvrsn=2</p> <p>(n.d.). LAA1 Testing Accommodations. http://www.louisianabelieves.com/docs/assessment/accommodations-iaa-1.pdf?sfvrsn=2</p> <p>(n.d.). LAA 1 Testing Guide. http://www.louisianabelieves.com/docs/assessment/laa-1-assessment-guide.pdf?sfvrsn=4 http://www.louisianabelieves.com/docs/webinars/webinar---test-security-for-statewide-assessments.pdf?sfvrsn=2</p> <p>(2014). LAA 1 Test Administration Spring 2014. https://www.louisianabelieves.com/resources/library/assessment-powerpoint-bulletin. http://doa.louisiana.gov/osr/lac/28v111/28v111.doc</p>

Maine	(2012, October). Principal/Test Coordinator Manual Grades 3-8 & 11 NECAP. http://education.vermont.gov/documents/EDU-NECAP_Principal_Test_Coordinator_Manual.pdf
Maryland	(2006, May). Test Administration and Coordination Manual High School Assessment. http://mdk12.org/share/pdf/TACM.pdf
Massachusetts	(2013). Principal's Administration Manual Fall 2012/Winter 2014. http://www.doe.mass.edu/mcas/testadmin/retest/PAM.pdf (2014). 2014 Educator's Manual for MCAS-Alt. http://www.doe.mass.edu/mcas/alt/edmanual.pdf (2013). Requirements for the Participation of Students with Disabilities in MCAS, 2013-2014 update. http://www.doe.mass.edu/mcas/participation/sped.pdf
Michigan	(2009, September). Assessment Integrity Guide. http://www.michigan.gov/documents/mde/Assessment_Integrity_Guide_291950_7.pdf ; (n.d.). OSA Security Compliance Form. http://www.michigan.gov/documents/mde/OSA_Security_Compliance_Form_360825_7.pdf (2013). Test Administrator Manual. http://www.michigan.gov/documents/mde/13_MEAP_GR09_TAM_431744_7.pdf
Minnesota	(2012, December). Procedures Manual for the Minnesota Assessments 2012-2013. http://www.mnstateassessments.org/resources/Manuals/2012-13_Procedures_Manual.pdf
Mississippi	(2012, March). Public School Accountability Standards. https://districtaccess.mde.k12.ms.us/studentassessment/Public%20Access/General/General/2012-Accountability-Standards.pdf (2012-2013). District Security Plan Agreement. http://jcsd.k12.ms.us/board/2012%20-%202013/oct%208%202012/District%20Test%20Security%20Plan.pdf (2011). Accommodations Manual. http://www.mde.k12.ms.us/docs/public-notice/mississippi_testing_accommodations_manual_revision_06-20-2011_final.pdf?sfvrsn=1 (2005, July). Guidelines for Testing Students with Disabilities. http://mdah.state.ms.us/arrec/digital_archives/series/files/34/pdf/183.pdf (2013, August). MAAECF Ethics in Data Collection Form. http://www.mde.k12.ms.us/student-assessment/student-assessment-special-populations/special-populations-maaecf (2013, August). Teacher Resource Guide for the Mississippi Alternate Assessment of Extended Curriculum Frameworks (MAAECF). http://www.mde.k12.ms.us/student-assessment/student-assessment-special-populations/special-populations-maaecf

Missouri	<p>(1998, June). Assessment Standards for Missouri Public Schools. http://www2.semo.edu/map/assessmentstandards[1].pdf; Accommodations Manual. http://dese.mo.gov/divimprove/assess/tech/accommodationsmanualpowerpoint.pdf</p> <p>(2013). Missouri Examiners Manual. http://www.dese.mo.gov/divimprove/assess/documents/asmt-gl-em03-2013.pdf</p> <p>(2013). Test Coordinator's Manual. http://dese.mo.gov/divimprove/assess/documents/asmt-gl-tcm-2013.pdf</p> <p>(2013). Test Book Accountability Form. http://dese.mo.gov/divimprove/assess/documents/asmt-gl-test-book-accountability-form-2013.pdf</p> <p>(n.d.). Missouri Assessment Program - 2013-2014 Alternate: Instructor's Guide and Implementation Manual. http://dese.mo.gov/divimprove/assess/mapa.html</p>
Montana	<p>(2012, December). Memo for Principals on Test Security. http://www.opi.mt.gov/pdf/Assessment/security/13MemoPrincipalsAR.pdf</p> <p>(2012). Test Security Agreement for System Test Coordinators. http://opi.mt.gov/PDF/assessment/crt/ta/12Test-Security-Agreement-System-Test-Coordinators.pdf</p> <p>(2013). Guidelines and Procedures for Test Security. http://www.opi.mt.gov/pdf/Assessment/security/13GuidelinesProcedures.pdf</p> <p>(2013, Spring). Test Coordinator's Manual. http://www.opi.mt.gov/pdf/Assessment/CRT/TA/13TestCoordinatorManual.pdf</p> <p>(2013). Test Administrator's Manual. http://iservices.measuredprogress.org/documents/MT/2013%20Montana%20Test%20Admin%20Manual.pdf</p> <p>(2013, Spring). Confidential Test Irregularity Report. http://www.opi.mt.gov/pdf/Assessment/Security/13TestIrregularityRpt.pdf</p> <p>(2013). CRT-Alternate Administration Manual. http://opi.mt.gov/curriculum/MontCAS/#gpm1_2k</p>
Nebraska	<p>(2012). NeSA- Reading, Mathematics, and Science Manual for Test Coordinators and Administrators. http://www.nppsd.org/vimages/shared/vnews/stories/4fbedafb55649/2012_NeSA-RMS_Paper-Pencil_Manual_FINAL.pdf</p> <p>(2013). Online Test Administration Manual. http://www.education.ne.gov/assessment/pdfs/2013_NeSA-RMS_Online_TAM_FINAL.pdf</p> <p>(2011, November). Accommodations Guidelines. http://www.education.ne.gov/Assessment/pdfs/Accommodations_Guidelines_Students_Disabilities_Nov_2011.pdf</p> <p>(2012). Standards, Assessment, and Accountability. http://nlc1.nlc.state.ne.us/epubs/E2000/B101.0009-2012.pdf</p>
Nevada	<p>(2013). Test Coordinator's Manual CRT Grades 3-8. http://www.doe.nv.gov/search.aspx?q=test+security&t=site</p> <p>(2012-2013). Accommodations form for Students Participating in Special Education Programs. http://www.doe.nv.gov/search.aspx?q=test+security&t=site</p> <p>(2012-2013). Procedures for the Nevada Proficiency Examination Program. http://www.doe.nv.gov/search.aspx?q=test+security&t=site</p>
New Hampshire	<p>(2011, October). Principal/Test Coordinator Manual Grades 3-8 & 11 NECAP. http://education.vermont.gov/documents/EDU-NECAP_Principal_Test_Coordinator_Manual.pdf</p>

New Jersey	<p>(2012, Spring). Test Coordinator Manual (Grades 3-8). https://www.measinc.com/nj/Downloads/NJASK/Presentations/NJASK_3-8_DTC_Manual_Spring2012.pdf</p> <p>(n.d.). New Jersey Department of Education Statewide Assessments Test Security Agreement. https://www.measinc.com/nj/Downloads/NJASK/NJDOE_Statewide_Assessments_Test_Security_Agreement.pdf</p>
New Mexico	<p>(2013). Student Assessment Accommodations Manual. http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/2013/Accommodations%20Manual%202013%20Update%20PB%20edit%20finalversion.2.pdf</p> <p>(2012-2013). Procedures Manual. http://www.ped.state.nm.us/assessmentaccountability/assessmentevaluation/2012/AssessmentProceduresManual_2012-13.Final%20Version.pdf</p> <p>(2013, January). Staff Confidentiality Agreement. http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/2013/Employee%20Confidentiality%20Form%20VFINAL.pdf</p> <p>(2013, January). Student Confidentiality Agreement. http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/2013/Student%20Confidentiality%20Agreement%20VFINAL.pdf</p> <p>(2013, January). Testing Irregularity Reporting Form. http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/2013/Student%20Confidentiality%20Agreement%20VFINAL.pdf</p> <p>(2013). Testing Checklists. http://www.ped.state.nm.us/assessmentaccountability/assessmentevaluation/2013/Testing%20Checklists%20for2013%20FINAL.pdf</p> <p>(2013). District Test Coordinator Training. http://www.ped.state.nm.us/assessmentaccountability/assessmentevaluation/2013/WinterDTC2013Presentation.pdf</p>
New York	<p>(2013). Exam Scoring Confidentiality Agreement. http://www.p12.nysed.gov/assessment/scoring/confidentialityagreement.pdf</p> <p>(2013). School Administrator's Manual Secondary Level Examinations. http://www.p12.nysed.gov/assessment/sam/secondary/hssam-13rev.pdf</p> <p>(2013, January). Directions for Administering Regents Examinations. http://www.p12.nysed.gov/assessment/hsgen/2013/541-113rev.pdf</p> <p>(2013, September). New York State Alternate Assessment Administration Manual. http://www.p12.nysed.gov/assessment/nysaa/nysaa-manual-14.html</p>
North Carolina	<p>(2012, August). Testing Students with Disabilities. http://www.ncpublicschools.org/docs/accountability/policyoperations/tswd1213.pdf</p> <p>(2013, June). The Proctor's Guide. http://www.ncpublicschools.org/docs/accountability/policyoperations/proctorsguide1314.pdf</p> <p>(2011-2012). School Test Coordinators' Handbook. http://www.ncpublicschools.org/docs/accountability/policyoperations/stchandbook1112.pdf</p>
North Dakota	<p>(2011). Assessment Accommodations Appendix. http://www.dpi.state.nd.us/testing/assess/assessment-accomodations.pdf</p>

Ohio	<p>(2011, February). Accommodations Manual. http://education.ohio.gov/getattachment/Topics/Testing/Special-Testing-Accommodations/Accommodations-on-State-Assessments/Accommodations-Manual-February-2011.pdf.aspx</p> <p>(2012, September). Ohio Statewide Assessment Program Rules Book. http://education.ohio.gov/getattachment/Topics/Testing/Testing-Forms-Rules-and-Committees/Ohio-Statewide-Assessment-Program-Rules-Book/2012_version_9-27-12_with_HYPERLINKS1-5.pdf.aspx; (Fall 2013) District Coordinator Manual. http://www.ohiodocs.org/OGT/2013_2014/OGT_Fall_2013_DTC%20Manual.pdf</p> <p>(Fall, 2013). Building Test Coordinator Manual. http://www.ohiodocs.org/OGT/2013_2014/OGT_Fall_2013_BTC%20Manual.pdf</p> <p>(Fall, 2013). Directions for Administration Manual. http://www.ohiodocs.org/OGT/2013_2014/OGT_Fall_2013_DFAM.pdf</p> <p>(2011). Ohio Achievement Assessments and Ohio Graduation Tests: Alternate Assessment for Students With Disabilities Administration Manual. http://www.ohiodocs.org/AASWD/2011-2012/Spring%202012%20AASWD%20Administration%20Manual_Final.pdf</p>
Oklahoma	<p>(2012, September). Accommodations Manual. http://www.ok.gov/sde/sites/ok.gov.sde/files/documents/files/AccommGuideMan.pdf</p> <p>(2012-2013). Test Preparation Manual. http://www.ctb.com/netcaster/ncmedia/13091/OK%20EOI%202012-13%20Test%20Preparation%20Manual.pdf</p> <p>(2013). Oklahoma Alternate Assessment Program (OAAP) Portfolio: Portfolio Administration Manual. ok.gov/sde/sites/ok.gov.sde/.../OAAPpowerpoint-training.pdf</p>
Oregon	<p>(2012-2013). Accommodations Manual. http://www.ode.state.or.us/teachlearn/testing/admin/alt/ea/accommodations-manual-for-2012-2013.pdf</p> <p>(2012, August). A Best Practices Guide to Districts. http://www.ode.state.or.us/wma/teachlearn/testing/admin/best_practices_guide.pdf</p> <p>(2013-2014). Test Administration Manual. http://www.ode.state.or.us/wma/teachlearn/testing/admin/2013-2014-tam.1.pdf</p>
Pennsylvania	<p>(2013, February). Accommodations Guidelines. http://www.portal.state.pa.us/portal/server.pt/community/state_assessment_system/20965/pennsylvania_system_of_school_assessment_(pssa)/1190526</p> <p>(n.d.). Pennsylvania System of School Assessment Test Security Procedures. https://drpaulasprescriptions4pd.wikispaces.com/file/view/Pennsylvania+System+of+School+Assessment+Test+Security+Procedures.pdf</p> <p>(2012-2013). Handbook for Assessment Coordinators. http://www.portal.state.pa.us/portal/server.pt/community/state_assessment_system/20965/p/1329678</p> <p>(2012). PASA Administrator's Manual 2012-2013. http://www.dciu.org/cms/lib04/PA28000298/Centricity/Domain/39/PASA%20Administrators%20Manual%202013.pdf</p>

Rhode Island	<p>(2010, August). New England Common Assessment Program: Accommodations Guide. http://education.vermont.gov/new/pdfdoc/pgm_assessment/necap/educ_necap_accommodations_guide.pdf</p> <p>(2011, October). Principal/Test Coordinator Manual Grades 3-8 &11 NECAP. http://education.vermont.gov/documents/EDU-NECAP_Principal_Test_Coordinator_Manual.pdf</p> <p>(2013). Rhode Island Alternate Assessment (RIAA): 2013-2014 Test Administration Manual. https://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Assessment/RIAA/2013-14_Teacher_RIAA_Admin_Manual.pdf</p> <p>(2013). Rhode Island Alternate Assessment (RIAA): 2013-2014 RIAA Policies and Procedures. https://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Assessment/RIAA/2013-14_RIAA_Policies_and_Proceedures_Manual.pdf</p>
South Carolina	<p>(2012, Spring). Test Administration Manual. http://ed.sc.gov/agency/programs-services/45/documents/2013-PASS-TAM.pdf</p> <p>(2013). Agreement to Maintain Test Security and Confidentiality for Testing Monitors. http://ed.sc.gov/agency/ac/Assessment/documents/MonitorTestSecurityAgreement.pdf</p> <p>(2013). Agreement to Maintain Test Security and confidentiality for District Test Coordinators and School Test Coordinators. http://sccharter-web.sharepoint.com/Documents/STC%2012-13%20SecurityAgreement%20STC.pdf</p> <p>(2013). Agreement to Maintain Test Security and Confidentiality for Test Administrators. http://sccharter-web.sharepoint.com/Documents/STC%2012-13%20SecurityAgreement%20TA.pdf</p> <p>(2013, August). South Carolina's Alternate Assessment: SC-Alt Spring 2012 Operational and Field Test Administration. http://ed.sc.gov/agency/programs-services/48/</p>
South Dakota	<p>(2012, February). Accommodations Manual: How to Select, Administer, and Evaluate the Use of Accommodations for Instruction and Assessment of Students with Disabilities (3rd Edition). http://doe.sd.gov/oats/documents/SDAccManI.pdf</p> <p>(2013). Dakota STEP: Directions for Administering. http://doe.sd.gov/oats/documents/DSTEP_A_13.pdf</p> <p>(n.d.). A Guide to Ethical Practices and Procedures for the Dakota STEP Assessment. http://doe.sd.gov/oats/documents/dsethictp.pdf</p> <p>(n.d.). South Dakota Testing Security Checklist. http://doe.sd.gov/oats/documents/dsSecurity.pdf</p> <p>(2013). South Dakota Test of Educational Progress: 2013 Test Coordinator Handbook. http://doe.sd.gov/oats/documents/DSTEP_TCH.pdf</p> <p>(2011, March). Test Security Agreement for Special Accommodation Use. http://doe.sd.gov/oats/documents/Acsecurit.pdf</p>

Tennessee	<p>(n.d.). TN Testing Code of Ethics. http://tennessee.gov/education/assessment/doc/TestingCodeofEthics.pdf</p> <p>(2009, August). Breach of Testing Security Report. http://tennessee.gov/education/assessment/doc/Breach_of_Security.pdf</p> <p>(n.d.). Acknowledgement of Test Security Policy. http://tennessee.gov/education/assessment/tools_resources.shtml</p> <p>(2013). 2013 Assessment Review: Audit Checklist. http://tennessee.gov/education/assessment/doc/2013AuditChecklist.pdf</p> <p>(n.d.). TCAP Test Security [PowerPoint]. http://tennessee.gov/education/assessment/tools_resources.shtml</p> <p>(2013). Testing Irregularity Form 2013. http://tinyurl.com/adw6l6l</p> <p>(2013). Test Security Agreement/Affidavit 2013. http://tinyurl.com/a82bcr7</p> <p>(2013). TCAP-ALT PA: Teacher's Manual 2013-14. http://www.state.tn.us/education/assessment/doc/2013_14_alt_pa_tam2.pdf</p>
Texas	<p>(2013). Star Test Administration Manuals (STAAR grades 3-5, 2013 and STAAR grades 6-8, 2013). http://www.tea.state.tx.us/student.assessment/staar/manuals/</p> <p>(2013). Test Security Supplement: 2013. www.tea.state.tx.us/student.assessment/security/testsecuritysupplement.pdf www.tea.state.tx.us/student.assessment/security/testsecuritysupplement.pdf</p> <p>(2013). 2013 Oaths of Test Security and Confidentiality. http://www.tea.state.tx.us/student.assessment/security/oaths/</p> <p>(2014). State of Texas Assessments of Academic Readiness Alternate (STAAR Alternate): Manual for Test Administrators (Teachers). http://www.tea.state.tx.us/student.assessment/special-ed/staaralt/manuals/</p> <p>(2014). State of Texas Assessments of Academic Readiness Alternate (STAAR Alternate): Manual for District and Campus Testing Coordinators. http://www.tea.state.tx.us/student.assessment/special-ed/staaralt/manuals/</p>
Utah	<p>(2013). Test Administration Manual Policies and Procedures: Language Arts, Mathematics, Science. http://schools.utah.gov/assessment/Testing-Director-Resources/Test-Administration-Manuals-(TAMs)/PoliciesProcedures.aspx</p> <p>(n.d.). Standard Test Administration and Testing Ethics Policy for Utah Educators. http://www.schools.utah.gov/assessment/Testing-Director-Resources/TD_Ethics_Policy-pdf.aspx</p> <p>(2012, September). Utah Assessment Participation and Accommodations Policy. http://www.schools.utah.gov/sars/DOCS/assessment/Special_Needs_Accommodations_Policy-pdf.aspx</p> <p>(2006, August). Utah's Alternate Assessment Administration Manual and Assessment Tasks. http://www.schools.utah.gov/sars/DOCS/assessment/uaa-manual.aspx</p>
Vermont	<p>(2010, August). New England Common Assessment Program: Accommodations Guide. http://education.vermont.gov/new/pdfdoc/pgm_assessment/necap/educ_necap_accommodations_guide.pdf</p> <p>(2011, October). Principal/Test Coordinator Manual Grades 3-8 & 11 NECAP. http://education.vermont.gov/documents/EDU-NECAP_Principal_Test_Coordinator_Manual.pdf</p> <p>(2014). Special Education. Vermont Agency of Education. http://education.vermont.gov/special-education</p>

Virginia	<p>(2013). Test Security Guidelines. http://www.apsva.us/cms/lib2/VA01000586/Centricity/Domain/12/Test%20Security%20Agreement.pdf</p> <p>(2013, July). Participation of Students with Disabilities in Virginia's Accountability System: A Guide for Educators and Parents. http://www.doe.virginia.gov/testing/participation/participation_va_accountability_system.pdf</p> <p>(2013, May). Examiner's Manual Regular and Special Forms. http://www.doe.virginia.gov/testing/test_administration/manuals/examiners/2012-13/non-writing_grades6_7_8.pdf</p> <p>(n.d.). Explanation of Testing Accommodations for Students with Disabilities - Assistive Technology Accommodations. http://www.doe.virginia.gov/testing/participation/assistive_technology_accommodations.pdf</p> <p>(2013, April). Manual for the Division Director of Testing and School Test Coordinators. http://www.doe.virginia.gov/testing/test_administration/manuals/test_implementation/spring_non-writing.pdf</p> <p>(2013). Virginia Alternate Assessment Program: Implementation Manual. http://www.doe.virginia.gov/testing/alternative_assessments/vaap_va_alt_assessment_prog/implementation_manual.pdf</p> <p>(2013). Virginia Alternative and Alternate Assessments Administrator's Manual. http://www.doe.virginia.gov/testing/alternative_assessments/administrators_manual.pdf</p>
Washington	<p>(2013, February). Test Security Assurance Form - Prior to Testing: Washington Comprehensive Assessment Program. http://www.k12.wa.us/TestAdministration/FormsReports/pubdocs/SecurityAssuranceAllStaffWCAP-FRN1004.pdf</p> <p>(2013, March). Checklists for: Test Proctors. http://www.k12.wa.us/TestAdministration/FormsReports/default.aspx</p> <p>(2013, August). Washington State Assessment Coordinators Manual. http://www.k12.wa.us/TestAdministration/Instructions/pubdocs/ACM2013_August_6-13.pdf</p> <p>(2013). WAAS-Portfolio Teacher's Guide 2013-2014: Directions for Administering the 2013-2014 WAAS-Portfolio. http://www.k12.wa.us/assessment/AlternativeAssessment/Portfolio/2013-2014_WAASPortfolio_TeachersGuide.pdf</p>
West Virginia	<p>(n.d.). Protocol for Monitoring Assessment in West Virginia. http://wvde.state.wv.us/oa/pdf/Protocol%20for%20Monitoring%20Assessment%20in%20West%20Virginia%20_2_.pdf</p> <p>(2012). West Virginia Guidelines for Participation in State Assessments: 2012-2013. http://careertech.k12.wv.us/documents/2012-2103PARTICIPATIONGUIDELINES.pdf</p> <p>(2008). Examiner's Manual: West Virginia Alternate Performance Task Assessment. http://wvde.state.wv.us/oa/pdf/APTA%20Test%20Examiners%20Manual%202008%20rev%20%20203-19-08.pdf</p>
Wisconsin	<p>(2013, July). Test Security Manual. http://oea.dpi.wi.gov/files/oea/pdf/Test%20Security%20Manual.pdf</p> <p>(2013). Directions for Test Administration: Wisconsin Alternate Assessment for Students with Disabilities. http://oea.dpi.wi.gov/files/oea/pdf/waatam13.pdf</p>

Wyoming	<p>(2013). Directions for Administration. http://wyedu.ets.org/rsc/pdf/96462_web.pdf</p> <p>(2013). Building Coordinator's Manual. http://wyedu.ets.org/rsc/pdf/97107_web.pdf</p> <p>(2013). 2013 Building Coordinator's Manual: PAWS-ALT. http://edu.wyoming.gov/sf-docs/assessments/2013-paws-alt-btcm.pdf</p> <p>(2013). 2013 Directions for Administration: PAWS-ALT and SAWS-ALT. http://edu.wyoming.gov/sf-docs/assessments/2014-dfa3BB3927C07AB.pdf</p>
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Appendix B

Test Security Policies by State

Table B1. How States' Test Security Policies Addressed Selected Issues

State	Duplication and Copying of Test Materials	General Information about Accommodations Security	Security of Test and Materials Used for Accommodated Tests	Changes to Standard Test Procedures	Personnel Knowledgeable About Special Education Requirements	Qualifications of Test Administrators and Accommodations Providers	Role of IEP	Training Requirements Related to Accommodations	Other
Alabama	X	X							
Alaska	X	X		X		X		X	
Arizona	X	X		X	X	X		X	
Arkansas	X			X		X	X	X	
California	X					X	X		
Colorado	X	X	X	X			X	X	
Connecticut	X					X	X		
Delaware	X	X	X	X				X	
District of Columbia	X	X			X		X		
Florida	X			X	X		X		
Georgia	X		X				X	X	
Hawaii	X	X					X		
Idaho	X	X					X	X	
Illinois	X	X		X		X			
Indiana	X			X		X	X	X	
Iowa					X		X	X	
Kansas	X		X				X		
Kentucky	X	X		X			X		
Louisiana	X	X							
Maine	X		X				X		
Maryland		X				X	X		
Massachusetts	X					X	X	X	
Michigan	X		X	X		X	X	X	
Minnesota	X		X						
Mississippi	X	X				X	X	X	
Missouri	X	X		X			X	X	
Montana	X	X		X		X	X	X	
Nebraska	X	X		X			X		
Nevada	X	X		X		X	X		
New Hampshire	X						X		

Table B1. How States' Test Security Policies Addressed Selected Issues (continued)

State	Duplication and Copying of Test Materials	General Information about Accommodations Security	Security of Test and Materials Used for Accommodated Tests	Changes to Standard Test Procedures	Personnel Knowledgeable About Special Education Requirements	Qualifications of Test Administrators and Accommodations Providers	Role of IEP	Training Requirements Related to Accommodations	Other
New Jersey	X	X	X				X	X	
New Mexico	X				X	X	X	X	
New York							X		
North Carolina	X	X		X				X	
North Dakota	X	X							
Ohio	X	X	X	X			X		
Oklahoma	X		X	X					
Oregon	X	X	X	X		X	X	X	X
Pennsylvania	X	X					X	X	
Rhode Island	X						X		
South Carolina	X	X	X			X	X	X	
South Dakota	X	X							
Tennessee	X	X		X			X	X	
Texas	X	X			X	X		X	
Utah	X			X			X		
Vermont	X						X		X
Virginia	X	X	X	X	X	X			
Washington	X	X		X					
West Virginia	X	X				X	X		X
Wisconsin	X	X	X	X		X	X	X	
Wyoming	X						X	X	
Total	48	31	14	23	7	20	37	24	3

Note: See Table B2 for specifications and descriptions.

Table B2. Specifications and Descriptions: How States' Test Security Policies Addressed Selected Issues

Note: AA-AAS = alternate assessment based on alternate achievement standards¹

Alabama	<p>Duplication and copying of test materials: The following list, although not exhaustive, has been provided to identify specific actions which are inappropriate and violate, in spirit and intent, the stated policy: To photocopy or in any way reproduce or disclose secure test items (including pilot materials) or student responses before, during, or after administering the assessment.</p> <p>General information about accommodations security: Test security involves maintaining the confidentiality of test questions and answers and is critical in ensuring the integrity and validity of a state assessment. Test security can become an issue when a reading accommodation is provided, when someone other than the student is allowed to see the test (e.g., interpreter, scribe), or someone's actions call into question the results of the test.</p>
Alaska	<p>Duplication and copying of test materials:</p> <p><i>AA-AAS: The Alternate Assessment (AA) design requires testing personnel to perform tasks that are considered test security breaches for all other assessments. All testing personnel administering the AA must read and sign the exceptions to regulations listed below to indicate that they understand (a) that these exceptions apply only to the AA, and (b) that the AA relies upon these actions being carried out according to vendor directions:</i></p> <p><i>_____ Qualified Assessors will prepare hard copies of the assessment and explanation of answer document; within one week of the test window closure, these materials must be securely destroyed, including deletion of files from computers. Related Regulation: School personnel at a school test center shall ensure that no test or test question is copied, or reproduced in any manner by an examinee or anyone else.</i></p> <p>General information about accommodations security: Test security involves maintaining the confidentiality of test questions and answers, and is critical in ensuring the integrity and validity of a test. Test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). In order to ensure test security and confidentiality, test administrators need to: (1) keep testing materials in a secure place to prevent unauthorized access, (2) keep all test content confidential and refrain from sharing information or revealing test content with anyone, and (3) return all materials as instructed.</p> <p>Changes to standard test procedures: School personnel at a school test center shall ensure that no test or test question is paraphrased in any manner by an examinee or anyone else.</p> <p><i>AA-AAS: Qualified Assessors may read aloud test items to the student following the guidelines provided in the assessment. Related Regulation: Testing personnel shall NOT read test items aloud, silently, or to another individual, unless specified in the test administration directions or specifically required to provide an accommodation to an individual or student group. 4 AAC 06.765 (b).</i></p>

<p>Alaska (continued)</p>	<p>Qualifications of test administrators and accommodations providers: Only trained employees of the school district may participate in test administration.</p> <p>Training requirements related to accommodations: All staff participating in statewide assessment administration will attend district training and complete all required activities.</p>
<p>Arizona</p>	<p>Duplication and copying of test materials: It is unethical and shall be viewed as a violation of test security for any person to photocopy, transcribe, or in any way duplicate any part of the AIMS 3-8 test books.</p> <p><i>AA-AAS: AIMS A is a valid and reliable test. It is to be treated as securely as the general assessment (AIMS) in every way. Under no circumstances is this test to be used in any other way than as a summative assessment during the approved time frame. It is unethical and shall be viewed as a violation of test security for any person to: Photocopy, transcribe or in any way duplicate any part of the AIMS A for anything other than test administration.</i></p> <p>General information about accommodations security: There are accommodations available to students. To ensure the correct administration of all AIMS tests and Stanford 10 tests, AIMS District Test Coordinators must refer to and use the ADE document AIMS Testing Accommodations: Guidelines for School Year 2012–2013.</p> <p>Changes to standard test procedures: Follow directions for administering the test explicitly. No test item may be repeated unless otherwise indicated in the directions.</p> <p>Personnel knowledgeable of special education requirements: All Test Administrators should be familiar with the ADE-produced document, AIMS Testing Accommodations: Guidelines for School Year 2012–2013. Students with disabilities and English language learners are eligible to receive certain standard accommodations. Instructions for completing the testing accommodation information are included in the AIMS Test Administration Directions. The accommodations information on the back of the answer documents must be completed for any student who received a standard accommodation.</p> <p>Qualifications of test administrators and accommodations providers: Test Administrators and Proctors must be employees of the school and must be trained in the correct test administration and test security procedures. All Test Administrators and Proctors must sign a Test Security Agreement.</p> <p>Training requirements related to accommodations: The training of Test Administrators and Proctors must include a thorough review of test security procedures, test administration procedures including the correct use of testing accommodations, procedures for the use of Pre-ID labels, procedures for the bubbling of student demographic data and standard accommodations, and procedures for handling unexpected or unusual situations. The Test Security Agreement should be reviewed during the training of Test Administrators and Proctors.</p>

Arkansas	<p>Duplication and copying of test materials: District staff may not read, review, or in any way duplicate or reproduce the test booklets, the associated test items, the writing prompts, or other secure materials. Removing or copying the Mathematics Reference Sheet provided in or with the test booklets is a breach of security.</p> <p>Changes to standard test procedures: If the directions given to students vary, some students may receive too little assistance from the test administrator and some may receive too much. The net effect would be to make score comparisons among students inappropriate and misleading. Using a detailed set of directions not only ensures that the efforts of students and teachers will yield meaningful information, but it also eases the task of administering the tests. The directions specify what to say and when to say it, what to do and when to do it.</p> <p>Qualifications of test administrators and accommodations providers: All District Test Coordinators, School Test Coordinators, and Test Administrators shall be currently licensed by the Arkansas Department of Education as teachers or administrators. Test Administrators should have the opportunity to obtain answers to questions they may have at a formal training session. A formal training session should be held at least three (3) days prior to testing and should include a review of the following: the testing schedule, testing procedures, and Test Administrator responsibilities; the Test Administration Manuals for the Augmented Benchmark Examinations and The Iowa Tests at grade 9; students to be tested and how to appropriately provide accommodations for testing; preparation of materials prior to and after testing; the dates by which materials must be prepared for testing and returned to the School Test Coordinator; all security requirements to be followed prior to, during, and after testing; testing group size—there should be one Test Administrator appointed for each group of 25 students.</p> <p>Role of IEP: Students may access any state approved accommodation listed in their Individualized Education Programs (IEPs) and used on a regular basis in the classroom. However, IEPs may contain accommodations that are not allowed on the test, and these accommodations may not be used on the state-mandated testing.</p> <p>Training requirements related to accommodations: All accommodations must be administered by an Arkansas teacher or administrator who is currently licensed by the ADE and has been trained in proper test administration procedures.</p>
California	<p>Duplication and copying of test materials: The directions for test administration and the test administration manuals prohibit the unauthorized copying, sharing, or reuse of any test booklet, test question, or the answer document by any means. This includes, but is not limited to, photocopying, recording, e-mailing, messaging (instant, text, or multimedia messaging service), using a camera/camera phone, and sharing or posting test content via the Internet without prior written permission of the California Department of Education.</p> <p><i>AA-AAS: The section of the manual that contains tasks may not be duplicated. Unauthorized copying or reuse of any questions within the CAPA Examiner’s Manual is illegal. Do not copy any part of the tests or test materials (excluding stimulus cards).</i></p>

<p>California (continued)</p>	<p>Qualifications of test administrators and accommodations providers: A “test examiner” is an employee or contractor of a school district or a nonpublic school who has been trained to administer the tests and has signed a STAR Test Security Affidavit. A “test proctor” is an employee of a school district, or a person assigned by a nonpublic school to implement a pupil’s IEP, who has signed a STAR Test Security Affidavit and has received training designed to prepare him or her to assist the test examiner in the administration of tests within the STAR Program. A “scribe” is an employee of the school district, or a person assigned by a nonpublic school to implement a pupil’s IEP, who has signed a STAR Test Security Affidavit and is required to transcribe a pupil’s responses to the format required by the test. A pupil’s parent or guardian is not eligible to be the pupil’s scribe.</p> <p>Role of IEP: For students to be eligible to use allowable accommodations or modifications, the accommodations and/or modifications must be specified in their IEP or Section 504 plan.</p>
<p>Colorado</p>	<p>Duplication and copying of test materials: Test security requires that there is no reproduction, transmission, recording, memorization or recounting of most secure test materials. Test Materials that may NEVER be reproduced include: Test Booklets, Draft Booklets, Student Answers, Test Examiner’s Manual. The DAC [District Assessment Coordinator], and only the DAC, may reproduce the following test materials: Oral Scripts, Translated Oral Scripts, Teacher Read Directions, Translated Teacher Read Directions. Reproductions of these test materials are considered secure and are subject to the same security, documentation, and chain of custody requirements as all other secure test materials. They must be returned with “Not to Be Scored” Materials.</p> <p><i>AA-AAS: Reproduction or redistribution of the test books, task manipulatives, and score recording forms is not permitted in any way, except for allowable CoAlt accommodations using procedures detailed in the section titled “CoAlt Field Test Accommodations” within this manual. Reproduction or redistribution includes discussing, memorizing, photocopying, photographing, scanning, encoding, emailing, Morse code, note taking, text messaging, blogging and other forms of social networking, or any other reproduction methodology that would violate the security of the test. Student materials may be reproduced for individualized accommodations but must be treated as secure and not stored in the classroom. Any individualized accommodations made to the student materials must be returned to the SAC for secure destruction by the District Assessment Coordinator (DAC). Reproduction of answer choices and task manipulatives is only permitted for individualized accommodations. These reproductions are secure testing materials and must be returned to the SAC after production and administration.</i></p> <p>General information about accommodations security:</p> <p><i>AA-AAS: The Colorado Alternate Assessment (CoAlt) is intended to be accessible to students with significant cognitive disabilities who require an alternate measurement of their learning and who have been identified through the Individualized Education Plan (IEP) process as qualifying for this assessment using the criteria worksheet found earlier in this manual.</i></p>

<p>Colorado</p>	<p><i>Students taking this assessment will require individualized supports to meet his or her unique learning needs. Educators will need to adapt materials and presentation methods based on each student's needs. These individualized accommodations should make test materials accessible to the student and allow the student to respond to test materials without changing the construct of the assessment.</i></p> <p><i>The content of an item must not be changed by the use of an accommodation, as that would be considered a modification of the item and would invalidate the assessment. Additionally, accommodations must not lead students to select a particular answer. For example, if modified picture representations are used and the student is provided three black and white pictures and one color picture, the accommodation would entice the student to select the color picture, thus compromising the item.</i></p> <p>Security of test and materials used for accommodated tests: <i>AA-AAS: Student materials may be reproduced for individualized accommodations but must be treated as secure and not stored in the classroom. The only materials that a district may retain in a secure manner past the administration window are the CoAlt adaptations that teachers have made to assist with the administration of the assessment. These materials are secure and must be stored by the DAC. The DAC may also choose to destroy these secure materials after the CoAlt administration.</i></p> <p>Changes to standard test procedures: Teachers, administrators, or others giving students unfair help by giving students correct answers, changing student answers, giving hints or prompts of any kind, indicating that answers may be incorrect.</p> <p>Role of IEP: The IEP team, which must include the parents, will determine the best fit in terms of assessment program based on student need, taking into consideration the alignment between what the student is learning and content being assessed in the general TCAP. Per federal requirements, there must be evidence of alignment between a student's educational plan and accommodations provided on any of the state assessments, as well as any determinations for students to participate in the CoAlt. Students must be provided the opportunity to participate in the assessment system with appropriate accommodations.</p> <p>Training requirements related to accommodations: Assessment proctors who are in "accommodated sessions" should receive training on the appropriate way to administer that specific assessment accommodation. Test proctors who administer the assessment to students with multiple accommodations must be trained on all applicable accommodations. Training for all school personnel involved with any aspect of the state's assessments is required on an annual basis. Thorough training is one of the best ways districts can prevent misadministrations from occurring. As always, districts are required to collect documentation from all personnel having completed training, demonstrating an understanding of the policies and procedures set forth by the State of Colorado, WIDA, and the district.</p>
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Connecticut	<p>Duplication and copying of test materials: The following activities are serious violations of test security and must be avoided: Keeping, copying, reproducing, cloning, or using in any manner inconsistent with instructions specified in the Test Examiner’s and the Test Coordinator’s Manuals any item or any portion of any test except those items and tests specifically released by the Connecticut State Department of Education (CSDE).</p> <p><i>AA-AAS: Unlike other CMT testing materials, the CMT Skills Checklist is not a secure document. This means that the CMT Skills Checklist may be copied. Teachers should utilize copies of the Checklist throughout the school year to: plan instruction, monitor student progress and growth, and document achievement.</i></p> <p>Qualifications of test administrators and accommodations providers: Test examiners should be certified school personnel; however, if a paraprofessional or substitute teacher is needed to administer a test, the individual must be fully trained in test administration and test security procedures.</p> <p>Role of IEP: Test accommodations provided to students must be documented in the IEP.</p>
Delaware	<p>Duplication and copying of test materials: No individual shall: Copy, reproduce, use, or otherwise disclose in any manner inconsistent with assessment security regulations and procedures any portion of the secure assessment materials. In most cases, it is never appropriate for district or school personnel to photocopy or duplicate test materials in any way or for any purpose. However, in order to provide certain accommodations, it is sometimes necessary for school personnel to create overhead slides of test questions or passages or to create enlarged images of test questions or passages (e.g., Accommodation #110 for students with disabilities). Once these copies are created, they should be treated with the same care that all secure test materials are afforded. After administering the test, the test administrator and school test coordinator must ensure that all such materials are shredded.</p> <p>General information about accommodations security: Students’ test settings and accommodations must be checked prior to starting a test session. A student’s test setting and accommodations cannot be changed after he or she starts the test. Once any student has started a test and realizes that a required test setting or accommodation (e.g., text-to-speech) is incorrect or not available, the test opportunity must be reset.</p>

<p>Delaware (continued)</p>	<p>Security of test and materials used for accommodated tests: In order to provide certain accommodations, it is sometimes necessary for school personnel to create overhead slides of test questions or passages or to create enlarged images of test questions or passages (e.g., Accommodation #110 for students with disabilities). Once these copies are created, they should be treated with the same care that all secure test materials are afforded. After administering the test, the test administrator and school test coordinator must ensure that all such materials are shredded.</p> <p>Changes to standard test procedures: Accommodations #601 and #705 601. Simplifying or paraphrasing test directions ONLY in English. A “paraphraser” shall not inappropriately impact the content being measured. Paraphrasing for the Delaware Comprehensive Assessment System (DCAS) shall be consistent with classroom instruction and includes repeating or rephrasing only the directions. Directions referred to are those that standalone and are not attached to any one particular test question. Directions that are clearly part of a test question are not to be paraphrased. This shall include breaking directions into parts or segments or using similar words or phrases, but it shall not include defining words or concepts or telling a student what to do first, second, etc. Test questions and reading passages may not be paraphrased.</p> <p><i>AA-AAS: Do substitute a familiar picture symbol or photograph for a picture symbol provided; Do not teach new photographs or picture symbols during the assessment. Not allowed: Coach any examinee during the assessment administration by giving the examinee answers to secure questions or otherwise directing or guiding a response or by altering or interfering with the examinee’s response in any way;</i></p> <p><i>Example Violations:</i></p> <ul style="list-style-type: none"> • <i>Teacher provides instruction during the testing session allowing a student to understand a concept the student does not already know.</i> • <i>Teacher changes the order of responses that are given in the testing manual.</i> <p>Training requirements related to Accommodations: All personnel involved in administering the testing accommodations to students or handling test materials must have completed the DCAS Test Administrator Training and Updates course and signed all necessary security forms.</p>
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<p>District of Columbia</p>	<p>Duplication and copying of test materials: Prohibit the copying or reproducing of all or any portion of any secure test book or writing prompt.</p> <p>General information about accommodations security: Violations include but are not limited to the following: Providing unapproved test accommodations to a student.</p> <p>Personnel knowledgeable of special education requirements: Before testing, the principal must: Ensure that the Test Chairperson, Administrator and Test Proctors are aware of any assessment accommodations prescribed in Individualized Education Programs (IEPs), Section 504 Plans and instructional practices for English Language Learners.</p> <p>Role of IEP: The only permitted deviations from these state guidelines (what you are not allowed to do) are approved accommodation(s) for eligible students that are explicitly identified on a students Individualized Education Plan (IEP) developed under section 504 of the Rehabilitation Act (504 Plan), or the approved accommodations for linguistically and culturally diverse (LCD) students. Any accommodations must be:</p> <ul style="list-style-type: none"> • Limited to the eligible student or students; • Based on explicit direction in an IEP, 504 Plan, or LCD Plan or guideline; and administered strictly as outlined in the Test Chairperson’s Manual and the Test Directions Manual.
<p>Florida</p>	<p>Duplication and copying of test materials: Examples of prohibited activities: Copying the passages or test items.</p> <p>Changes to standard test procedures: If a student does not have small group assessment indicated as an accommodation on the IEP but needs to have directions paraphrased, may this accommodation take place in the classroom setting? Yes. Paraphrasing the directions for an individual student does not necessarily require the student to be administered the FCAT in a different setting from the student’s usual classroom setting. The teacher or test proctor would provide the directions for the entire class and then deliver the paraphrased version to the individual student who needs the accommodation.</p> <p>Personnel knowledgeable of special education requirements: If a student is given an accommodation that is not allowed on statewide assessments, that student’s test must be invalidated. Teachers should be aware of allowable accommodations to ensure they are not offering classroom testing accommodations not allowed on statewide assessments.</p> <p>Role of IEP: Students with disabilities may participate in computer-based test administrations using the accommodated forms as indicated on their IEPs or Section 504 plans. If a student does not receive the accommodations designated in the IEP or Section 504 plan, the test administration may be considered invalid.</p>

Georgia	<p>Duplication and copying of test materials: All test booklets and supporting materials associated with the Criterion-Referenced Competency Tests (CRCTs) are confidential and secure. No part of any test booklet may be reproduced or transmitted in any form or by any means, including but not limited to electronic, mechanical, manual, or verbal (e.g., photo copying, recording, paraphrasing—rewording or creating mirror items for instruction—and/or copying).</p> <p><i>AA-AAS: Test security agreement: For the entries I developed for this portfolio, my signature certifies that: I did not photocopy and/or retain the contents of the portfolio, including student work samples, photographs, data, or documentation.</i></p> <p>Security of test and materials used for accommodated tests: Materials for accommodation testing may be shipped to the system independent of the Main administration materials. All accommodation materials will arrive in unique, white CTB/McGraw-Hill boxes with a bright orange band.</p> <p>Role of IEP: Students with disabilities, including Section 504 students, should be tested according to guidelines in their Individualized Education Plans (IEPs) or their Individual Accommodation Plans (IAPs).</p> <p>Training requirements related to accommodations: Test Examiners must be trained prior to the actual administration of tests. The thoroughness and quality of this training are vital to the success of the program.</p>
Hawaii	<p>Duplication and copying of test materials: Prohibited practices include, but are not limited to: reproducing, photographing, or recording any information from secure online assessments or exams.</p> <p><i>AA-AAS: Certified Test Administrators may print out the test tasks for use with students only.</i></p> <p>General information about accommodations security:</p> <p><i>AA-AAS: All assessment work shall be completed entirely by the student with necessary supports and accommodations. All responses must be the student's own, using familiar communication systems. The work must reflect independent student performance and understanding while using supports and accommodations that allow the student to show understanding of the content. The guidelines regarding acceptable use of accommodations presented in the HSAA Administration Guide must be followed. The use of any accommodation/assistive device that is not a regular part of daily instruction (e.g., the student uses a communication system for the assessment entry, but does not use the same system as a regular part of his or her instructional day) is not allowed.</i></p> <p>Role of IEP: During testing, school personnel and other adults are prohibited from: providing or allowing the use of accommodations or resources that are not in a student's Individualized Education Program (IEP), 504 Plan, or have not received prior approval for the individual student.</p>

Idaho	<p>Duplication and copying of test materials: Secure test materials shall not be reproduced in whole, in part or paraphrased in any way. Examples include: photocopying, photographing, handwriting, or typing. (For IRI purposes, photocopies can be made if there is not sufficient time to send copies or if a student's enrolls that was not accounted for.)</p> <p>General information about accommodations security: Students with current IEP, 504 plans, and/or written ELP should be provided the accommodations appropriate for each content test as described in their plan. For students who have accommodated versions (audio, braille, large print, pencil/paper), the test coordinator must verify accommodation with their Special Education Director/Teacher. Administering the incorrect accommodated version will result in an invalid test. No student scores will be reported on invalid tests and the student will not count as having participated in that particular assessment. Test Coordinator must provide Proctors a roster of student's accommodations to ensure that students are properly accommodated.</p> <p>Role of IEP: Students with current IEP, 504 plans, and/or written ELP should be provided the accommodations appropriate for each content test as described in their plan.</p> <p>Training requirements related to accommodations: Test Administrators must train all proctors prior to test administration. Review the test administration manual and attend the building staff testing in-service. Require teachers to verify that accommodations are given to students whose IEPs, ELPs and 504s require them.</p>
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<p>Illinois</p>	<p>Duplication and copying of test materials: School staff members may reproduce secure test materials, in whole or in part, if this is necessary to provide a particular test accommodation for a student with an Individualized Education Program (IEP) or a Section 504 Plan. All such copies are themselves secure and must be returned with the original test materials. Note: No copies of tests, including special-format tests such as reader scripts, may be made to make up for test booklet shortages. All test materials should be ordered in advance of testing.</p> <p><i>AA-AAS: Do not read, review, analyze, or copy secure test materials at any time before, during, or after test administration. There are two exceptions:(1) Reviewing; (2) Copying/Reproducing Note: No copies of test booklets may be made to make up for test booklet shortages.</i></p> <p>General information about accommodations security: School personnel, both at the district and building level, should not distribute secure test materials before the normal distribution for test administration unless it is necessary to provide a test accommodation for a student with an IEP or Section 504 Plan or for a student who is LEP.</p> <p>Changes to standard test procedures: Oral instructions to the students in the Test Administration Manuals shall be read verbatim. However, if students do not understand the test instructions that are read to them, the instructions may be paraphrased or the test administrator may provide further explanation.</p> <p><i>AA-AAS: Test administrators must not change the wording or content of the task. Test administrators must not change the order of the answer options.</i></p> <p>Qualifications of test administrators and accommodations providers: If possible, schools should arrange to have one adult proctor (who is not related to any student in the test setting), in addition to the test administrator giving the test, present in each room during testing. Student teachers may serve only in the role of a proctor, assisting test administrators.</p>
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Indiana	<p>Duplication and copying of test materials: It is a violation of ISTEP+ security to: Copy, reproduce, or use in any manner any portion of any secure assessment book, for any reason. Student is allowed to use assistive technology to magnify/enlarge. The actual test booklet may not be copied or enlarged.</p> <p>Changes to standard test procedures: When reading directions aloud, test examiners must ensure that all students understand what is expected of them on the test and that students have the opportunity to ask questions, as needed. Examiners and proctors MUST NOT answer questions about specific test items, but they may repeat initial instructions to students.</p> <p style="text-align: center;"><i>AA-AAS: No one shall compromise test security or the accuracy of the test data score results by manipulating the test administration, demographic data, or the students' answers or data.</i></p> <p>Qualifications of test administrators and accommodations providers: The assessment is to be administered only by professional educators who hold a valid educator or administrator license. The license must be an instructional, administrative, or school services license. Personnel not properly trained and certified (e.g., teacher's aides, secretaries, or substitute teachers who do not hold one of the above mentioned licenses) may ONLY serve as proctors, NOT as test examiners. In no case may unlicensed personnel be allowed to supervise the test administration without the guidance of a test examiner.</p> <p>Role of IEP: These accommodations are determined by the team of educational professionals who best know the student and are documented formally in the student's educational record (e.g., an IEP, ILP, Section 504 Plan or Service Plan).</p> <p>Training requirements related to accommodations: Providing any other information and professional development necessary to ensure that all appropriate staff have the knowledge and skills necessary to make ethical decisions related to preparing students for an assessment, administering the assessment, and interpreting the results from assessment.</p>
Iowa	<p>Personnel knowledgeable of special education requirements: Prior to the day of the test, be certain test administrators and proctors know what accommodations each student will be using and how to administer them properly.</p> <p>Role of IEP: It should be made explicit to all who give the tests that assistance during the test administration is not permitted (unless accommodations specified in the IEP or 504 plan call for a certain type of assistance).</p> <p>Training requirements related to accommodations: Before testing test administrators should know: How to handle test accommodations and modifications.</p>

Kansas	<p>Duplication and copying of test materials: Test materials may not be copied, reproduced, or paraphrased.</p> <p>Security of test and materials used for accommodation: Store test materials (booklets, tickets) in a secure, locked area before and between each session(s) and after testing. Count test materials (read aloud scripts, paper pencil accommodation, Braille, etc.) upon arrival, between each session, and after testing. Shred all paper copies of the read-aloud scripts and paper copies of tests after they have been used. No copies may be retained at the district or building level.</p> <p>Role of IEP: IEP and 504 students may only use accommodations documented on IEP and 504 plans.</p>
Kentucky	<p>Duplication and copying of test materials: Secure test materials shall not be reproduced in whole, in part or paraphrased in any way.</p> <p><i>AA-AAS: Secure test materials shall not be reproduced for instruction in any way unless authorization has been granted as an accommodation (i.e., the Alternate K-PREP Attainment Tasks). DACs or district level administrators should destroy Attainment Tasks at the end of their administration to ensure that no test item is compromised.</i></p> <p>General information about accommodations security:</p> <p><i>AA-AAS: Accommodations that include placing any materials onto the computer must have those files completely removed and permanently deleted. This applies to both the scanning and entry of secure test materials and student responses. Electronic or other versions of secure assessment materials or related student responses shall not be maintained in the district and should be destroyed.</i></p> <p>Changes to standard test procedures: Paraphrasing during the state-required assessment shall be limited to the following:</p> <ul style="list-style-type: none"> • breaking directions into parts or segments • using similar words or phrases in directions • repeating or rephrasing directions. <p>Paraphrasing shall not include defining words or concepts, teaching vocabulary, or telling a student what to do first, second, etc. Reading passages and content passages may not be paraphrased as that would impact content validity.</p> <p>Role of IEP: To be considered current, the diagnosis should have been made or reconfirmed within the last three years. An Individualized Education Plan (IEP) or 504 plan on file at the school within the last three school years is generally acceptable evidence of reconfirmation.</p>

Louisiana	<p>Duplication and copying of test materials: It shall be a violation of test security for any person to do any of the following: at any time, copy, reproduce, record, store electronically, discuss or use in a manner inconsistent with test regulations all or part of any secure test booklet, answer document, or supplementary secure materials. Do not photocopy the large-print test booklet.</p> <p>General information about accommodations security:</p> <p><i>AA-AAS: Any necessary accommodations may be used, but they must be determined by the IEP team and must not be different from or in addition to the accommodations documented on the students' IEPs and provided in regular classroom instruction and assessment. Test accommodations must not breach test security or invalidate the meaning of the test score or the purpose of each performance task. For example, if the task measures recognition of number symbols (4), do not replace the symbol 4 with four objects or dots.</i></p>
Maine	<p>Duplication and copying of test materials: Duplication of test booklets and answer booklets is strictly forbidden, including, but not limited to, audio taping, videotaping, photocopying, photographing, and handwritten copying.</p> <p>Security of test and materials used for accommodations: Envelopes are provided specifically for the return of Braille and large print tests. The following materials should be returned in the envelope: the Braille or large print test, the answer booklet, the standard-size test booklet, and the student's original work (any separate pages that were transcribed).</p> <p>Role of IEP: Decisions regarding accommodations must be made by the student's educational team on an individual basis. Accommodations must be consistent with those used during the student's regular classroom instruction, including test taking.</p>

Maryland	<p>General information about accommodations security: Accommodation Packages are shrink-wrapped sets of Test Books and Answer Books that are not spiraled. They are made up of the same test form. These accommodation packages should be used by: (1) groups of students who are all receiving reading accommodations and being proctored by the same Test Examiner, (2) students using the Kurzweil™ reading software, (3) students using Braille or large print Test Books who need their answers transcribed into a regular Answer Book. Students receiving accommodations other than those listed above should use one of the other test forms and be tested in groups using spiraled forms.</p> <p>Qualifications of test administrators and accommodations providers: Non-certified instructional assistants or aides who are regular employees of the school district for the purpose of providing instruction, are NOT PERMITTED to serve as Test Examiners. These individuals ARE PERMITTED, however, to provide allowed accommodations to individual students, as long as they are not the students' parents or guardians and are under the supervision of a state-certified, eligible Test Examiner.</p> <p>Role of IEP: Accommodations must be justified and documented in the student's Individualized Education Program (IEP), Section 504 Plan, or English Language Learner Plan.</p>
Massachusetts	<p>Duplication and copying of test materials: Do not duplicate any portion of test or answer booklets, including but not limited to audiotaping, videotaping, photographing, photocopying, typing, or copying by hand. The only exceptions are for test administrators who must transcribe student responses into answer booklets for students with disabilities receiving certain accommodations or for students who did some or all of their work in damaged, defective, or void booklets.</p> <p>Qualifications of test administrators and accommodations providers: Authorize specific personnel to serve as test administrators, and train them to properly administer MCAS tests. Designate other school personnel as necessary to maintain a secure test administration (e.g., personnel permitted to access secure test materials, personnel to serve as hallway or restroom monitors) and train them in MCAS security requirements.</p> <p><i>AA-AAS: Principals are responsible for ensuring that all educators administering the MCAS-Alt comply with the requirements and instructions contained in the 2014 Educator's Manual for MCAS-Alt. In addition, other administrators, educators, and staff within the school are responsible for complying with the same requirements. School staff members that violate the test security requirements are subject to the sanctions and penalties outlined in this section. The purpose of the MCAS-Alt Security Requirements is to protect the validity of Massachusetts Comprehensive Assessment System (MCAS) results.</i></p> <p>Training requirements related to accommodations: For test administrators who provide accommodations to students with disabilities, provide training in the implementation of accommodations in accordance with Appendix B and requirements for the Participation of Students with Disabilities in MCAS.</p> <p>Role of IEP: Ensure that students are only provided accommodations that are listed specifically for use during MCAS testing in an approved IEP or a 504 plan.</p>

Michigan	<p>Duplication and copying of test materials: Secure assessment instruments, tests, or a collection of secure test items must be kept in a secure location and cannot be seen by anyone until the appropriate administration time and place provided in the OEAA instructions. Exposure should be limited to the test time only and none of these items may ever be reviewed or copied.</p> <p>Security of test and materials used for accommodated tests: Ensure the security of materials used to provide accommodations as prescribed for students with Individualized Education Programs, Section 504 Plans, or English Language Learners. Students who take MEAP with accommodations may need their test booklets and answer documents across a period of days within the test window. Completed tests and accommodated versions should be returned to the school's secure location each evening.</p> <p>Changes to standard test procedures: Assessment Administrators must read specific directions exactly as they appear in the administration manual. Answer student questions related to assessment directions as described in the administration manuals. When directed by the administration manual to read directions from the student test booklet, read the specific directions only without attending to any other part of the booklet.</p> <p>Qualifications of test administrators and accommodations providers: MEAP test administrators must meet the following minimum qualifications:</p> <ul style="list-style-type: none"> • An employee of the district who is a certified or licensed educational professional; or, • A substitute teacher who is certified and employed by the district on an as needed basis; or, • Someone who was a certified teacher but does not currently possess a teaching certificate due to retirement or a change of career and has been approved by the district MEAP coordinator as a qualified test administrator. Depending on the number of students in each room, trained proctors may be assigned to assist the test administrator. A MEAP test proctor assists the test administrator in administering the tests and is typically a teacher's aide, a paraprofessional, or another paid district or school staff member. <p>Role of IEP: Which assessments students participate in is determined by the student's IEP team. As a test administrator or proctor, it is important to work closely with the IEP team and use the IEP assessment section to ensure each student is administered the correct assessment. Building assessment coordinators will pre-plan for students in need of accommodations as prescribed in Individualized Education Programs (IEP), and will assist in making Assessment Administrators aware of any assessment accommodations prescribed in Individualized Education Programs (IEPs).</p> <p>Training requirements related to accommodations: Provide staff training in correct use of assessment accommodations. Proctors who provide assessment accommodations must be provided with professional development prior to the test window.</p>
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Minnesota	<p>Duplication and copying of test materials: Listed under unethical administration: Copy, reproduce or use in any manner inconsistent with test security policies and procedures all or any portion of any secure test materials for any reason.</p> <p><i>AA-AAS: For MTAS, Test Administrators need to have access to the materials upon arrival to prepare for individual student needs (enlarge material, find manipulatives, etc.). This includes the Task Administration Manual, Presentation Pages and Response Option Cards. MTAS materials need to be kept secure by the Test Administrators as they prepare for testing. No one may reproduce or copy any part of any test or script, whether written or in audio, graphic or electronic format without proper authorization. Reproduction of secure test materials is a breach of security and is also a violation of the Federal Copyright Act. MTAS Test Administrator's Responsibilities before Testing: Prepare materials for administration, and plan specific adaptations for each student, as needed, to meet individual student need. Reproductions of test materials are allowed only for adapting passages and tasks to students' individual needs, which includes enlarging materials or incorporating texture. The MTAS Task Administration Manual, Presentation Pages and Response Option Cards may not otherwise be reproduced.</i></p> <p>Security of test and materials used for accommodated tests:</p> <p><i>AA-AAS: For MTAS, test administrators need to have access to the materials upon arrival to prepare for individual student needs (enlarge material, find manipulatives, etc.). Keep materials secure until the test session. Objects and manipulatives gathered by test administrators may remain in the classroom for daily use.</i></p>
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<p>Mississippi</p>	<p>Duplication and copying of test materials: Reproducing (by any means) or disclosing secure test materials (including pilot material) and student responses before, during or after test administration are prohibited.</p> <p>General information about accommodations security: It should be noted that some accommodations that may be used routinely in the classroom might not be allowable for statewide tests. Only appropriate allowable testing accommodations are provided for students as specified in the current edition of Testing Students with Disabilities Regulations. Access to test materials means handling the materials, not reviewing and analyzing test items, unless reading accommodations are required.</p> <p>Qualifications of test administrators and accommodations providers: Test administrators shall be licensed personnel.</p> <p>Role of IEP: An assistive technology device or interpreter necessary for participation in the testing program must be addressed on the IEP as a service provided for the student. This service may be documented in any section of the IEP. In order to be allowable for statewide assessments, the accommodation must be based upon the individual student's learning needs, documented in the student's IEP, and used for routine classroom instruction.</p> <p>Training requirements related to accommodations: The district conducts professional development training on proper assessment administration procedures and test security for all individuals involved in the handling and administration of each test.</p>
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Missouri	<p>Duplication and copying of test materials: No testing materials may be copied, duplicated, or made accessible to personnel not responsible for testing.</p> <p><i>AA-AAS: Once all of the required documentation has been completed, the teacher should assemble the MAP- A as directed in the Table of Contents Checklist. Should the teacher choose to make a copy of the MAP-A documentation, the local school board's policy for student confidentiality must be observed.</i></p> <p>General information about accommodations security: Test security can become an issue when accessible test formats are used or when someone other than the student is allowed to see the test. Students with IEPs who are authorized to receive accommodations are allowed appropriate accommodations during the Grade-Level Assessments. The appropriate accommodations bubble(s) must be filled in on the Student Information Sheet.</p> <p>Changes to standard test procedures: Do not paraphrase the item directions for students.</p> <p>Role of IEP: The following question should guide evaluation at the school or district level: Are students receiving accommodations as documented in the IEP? Students with IEPs who are authorized to receive accommodations are allowed appropriate accommodations during the Grade-Level Assessments.</p> <p>Training requirements related to accommodations: Training must include watching the DESE training webinars and reading the appropriate Examiner's Manual. The following list of people must receive training: Special Education Test Examiners, Translators, Transcribers, Proctors.</p>
Montana	<p>Duplication and copying of test materials: Test materials must not be reproduced (unless directed to do so for specific circumstances or assessments) or in any way released without the written consent of the Montana Office of Public Instruction.</p> <p><i>AA-AAS: Under no circumstances should Test Booklets or marked Answer Booklets be reviewed, circulated, duplicated, or discussed. The only exception is for the administrator who needs to read to the student who is taking the test with a modality accommodation.</i></p>

<p>Montana (continued)</p>	<p>General information about accommodations security: The coaching security breach includes providing answers to students, changing student responses, suggesting students change their responses, or influencing student responses to test questions by offering hints, clues, cues, facial expressions, nods, voice inflections or any other manner of assistance that could impact a student's answers. It also includes not following the explicit directions for accommodations that are listed in the accommodations manual. Do not provide accommodations other than those specified and allowed in MontCAS accommodations guidance. The following reminders should be addressed during training and monitored closely to avoid a testing irregularity. Accommodations are determined on an individual basis. Allowable standard accommodations for the CRT that are described in a student's IEP/504 Plan should match those used during the administration of the CRT. Non-standard accommodations for the CRT that are described in a student's IEP/504 Plan should be used during the administration of the CRT. Accommodations coded with ** are intended for use with students identified as IEP/504/LEP. These accommodations must be listed in the student's IEP, 504 plan, or LEP plan.</p> <p>Changes to standard test procedures: Directions should not be modified in any way, unless specified in individualized education plans (IEPs). There is no standard accommodation (including oral presentation) that provides an opportunity for a student to request or receive help on a specific word, phrase, line, pronunciation, definition, item, question, answer choice or any part of the assessment. Standard accommodations do not override standard administration of the CRT or the need for independent work by the students.</p> <p>Qualifications of test administrators and accommodations providers: All persons administering the assessment to special education students should be familiar with the assessment guidelines that are part of each student's IEP and with the allowed state-assessment accommodations.</p> <p>Role of IEP: Allowable standard accommodations for the CRT that are described in a student's IEP/504 Plan should match those used during the administration of the CRT.</p> <p>Training requirements related to accommodations: All persons involved with testing, including proctors, scribes, and test administrators, should receive annual training on test administration procedures and guidelines, test security, accommodations, and calculator use. As the School Principal/Authorized Representative, you are required to certify online that you have received training/information in test security including appropriate use of accommodations in order to facilitate monitoring of them and that before handling test materials or administering the CRT and/or CRT-Alternate, all educators in your school involved with these assessments were provided training and information to assist them in their professional responsibility as educators to maintain the security of the test and test materials.</p>
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Nebraska	<p>Duplication and copying of test materials: Do not keep, copy, reproduce, or use any reading, mathematics, or science test, test item, any specific test content, or examine responses to an item or any section of a secured test in any manner inconsistent with the instructions provided by and through the Nebraska Department of Education.</p> <p>General information about accommodations security: In a paper-and-pencil test, test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). In order to ensure test security and confidentiality, test administrators need to keep testing materials in a secure place to prevent unauthorized access, keep all test content confidential and refrain from sharing information or revealing test content with anyone, and return all materials as instructed.</p> <p>Do follow appropriate accommodation procedures as found in the “Nebraska NeSA Approved Accommodations Document.” Do not discuss, disseminate, or otherwise reveal the contents of the test to anyone. Students with disabilities may be included in state assessment and accountability in one of three ways: Students may be tested at grade level on the NeSA tests without accommodations. This may be either paper/pencil or online. Students may be tested at grade level on the NeSA tests with accommodations specified in the student’s Individual Education Plan. Accommodations appropriate for the NeSA are found in the Nebraska State Accountability Approved Accommodations document.</p> <p>Security of test and materials used for accommodated tests: District and school personnel with access to the test materials must not discuss, disseminate, or otherwise reveal the contents of the tests to anyone. Teachers, Proctors, Test Administrators, or other district or school personnel may not read test items aloud, silently, to themselves, or to another individual or student group. Parents/guardians may not read test items under any circumstances.</p> <p>Changes to standard test procedures: Audio presentation of directions, content, and test items to student (for NeSA-R test, only directions and test items may be read). Test administrator pronounces individual words in directions or test items upon student request. Test administrator reads test aloud verbatim and re-reads as needed. Test materials are provided on audiotapes, iPods, CDs, etc. (to be used in conjunction with the paper/pencil test). Audio is computer generated (i.e., screen reader with/without a speech synthesizer).</p> <p>Role of IEP: Students will be able to receive accommodations as outlined in their IEPs and as allowed by the Nebraska State Accountability Approved Accommodations Document.</p>
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<p>Nevada</p>	<p>Duplication and copying of test materials: Test booklets or writing tests must not be copied or reproduced by any means without the prior written authorization of the test publisher and the Nevada Department of Education, nor is any individual permitted to make notes on test content.</p> <p>General information about accommodations security: School Test Security Plans must include procedures to ensure compliance with testing accommodation plans.</p> <p>Changes to standard testing procedures: Follow the script in the Test Administration Manual VERBATIM. Standard test administration procedures, such as providing additional time (only afforded within the same day and as long as the student is working productively), reading/rereading directions at the beginning of the test aloud in English, and reading/rereading a writing prompt aloud in English are afforded to all students and are not considered accommodations.</p> <p>Qualifications of test administrators and accommodations providers: Administration of accommodated tests: Test administration by a specific licensed individual (e.g., special education teacher, guidance counselor) who has received test administration/security training for the current school year.</p> <p>Role of IEP: Provide accommodations as outlined in the students' IEP, 504, or LEP testing accommodation plans. Students must not be provided accommodations to which they are not entitled Non-standard accommodations for the CRT that are described in a student's IEP/504 Plan should be used. Students may not have access to personal materials, including electronic devices, during testing unless specified in the student's IEP.</p>
<p>New Hampshire</p>	<p>Duplication and copying of test materials: Duplication of test booklets and answer booklets is strictly forbidden, including, but not limited to, audio taping, videotaping, photocopying, photographing, and handwritten copying.</p> <p>Role of IEP: Decisions regarding accommodations must be made by the student's educational team on an individual basis.</p>

<p>New Jersey</p>	<p>Duplication and copying of test materials: During testing, secure materials must not be removed from the testing room for review or photocopying. Grade 3–8 test booklets and Grade 5–8 answer folders may not be duplicated or hand-scored. Statement in test security agreement: I will not interfere with the independent work of any student taking the assessment, and I will not compromise the security of the test by any means including, but not limited to: Copying, reproducing, transmitting, distributing, or using in any manner inconsistent with test security all or any section of any secure test.</p> <p>General information about accommodations security: Advanced planning is integral to implementing accommodations/modifications effectively and ensuring that the security of test materials is maintained. If a student requires an accommodation or modification that is not listed below, contact the Office of Student Learning Assessments. Examiners, proctors, and other school personnel may not discuss or disclose any test items either before, during, or after the test administration. Examiners are not to influence, alter or interfere with examinees’ responses in any way. Examiners are not to provide feedback, including any hint about the correctness of a response.</p> <p>Security of test and materials used for accommodated tests: The NJ ASK 3–8 test booklets and their contents are secure materials. They are not to be read or copied, either wholly or in part, for any purpose without express written permission from the New Jersey Department of Education.</p> <p>Role of IEP: Any accommodation or modification of test administration procedures for students eligible for special education under IDEA or under Section 504 of the Rehabilitation Act of 1973 must be specified in the student’s IEP or 504 accommodation plan. Accommodations or modifications must be consistent with the instruction and assessment procedures used in the student’s classroom. Students eligible for modifications under Section 504 may not be classified but do have a permanent or temporary impairment in a major life function (i.e., performing manual tasks, walking, seeing, hearing, speaking, etc.).</p> <p>Training requirements related to accommodations: The following topics should be discussed at the individual [Examiner Training Sessions] school training session: LEP, 504, and Special Education test accommodations and modifications; Test Security.</p>
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New Mexico	<p>Duplication and copying of test materials: Do not copy, reproduce, or use in any manner inconsistent with test security regulations all or any portion of any secure answer booklet, for any reason. Test materials may not be photocopied or reproduced in any fashion. To do so is a violation of copyright laws and of NMPED regulation 6.10.7 NMAC, which addresses testing security and administration of the New Mexico Statewide Assessment Program. Signs must be posted near school copy machines before and during testing to make this known to all who use the machines and test materials.</p> <p>Personnel knowledgeable of special education requirements: Test administrators must provide and document all allowable accommodations for administration of the assessment to students who have been identified as eligible. Inform students what assistance they will and will not be allowed to receive during testing. Try a practice session ahead of time.</p> <p>Qualifications of test administrators and accommodations providers: The only circumstances in which non-certified staff may be used are to provide the following:</p> <ul style="list-style-type: none"> a. One-on-one accommodations to students with disabilities or English Language Learners, i.e., scribing, oral presentation of directions, (not small groups) or b. One-on-one administration because of other documented IEP (SAT/LAT for ELL status) accommodations. <p>In either case, these staff members must receive test security and administration training from the STC. One-on-one does not include small groups.</p> <p>Role of IEP: The state and federal law require that the IEP Team or the Section 504 Team makes the decision as to which accommodation is most appropriate for students with an IEP or Section 504 Plans well in advance of the actual testing window. Accommodations coded with ** are intended for use with students identified as IEP/504/LEP. These accommodations must be listed in the student's IEP, 504 plan, or LEP plan. When developing an IEP Plan the following question should be addressed: If the accommodation is not allowable in the NMSAP and is considered a modification, has the team discussed the potential consequences of using that accommodation?</p> <p>Training requirements related to accommodations: A district Test Coordinator should do the following: Ensure all personnel involved with testing receive training on appropriate test administration, policies, and procedures including accommodations prior to NMSAP administration (twice per year).</p>
New York	<p>Role of IEP: Principals may provide testing accommodations for general education students who experience the onset of a short-term disability (e.g., incur an injury such as a broken arm) or a long-term disability (either cognitive or physical) acquired or diagnosed within 30 days prior to the administration of State exams. In such cases, when sufficient time is not available for the development of an IEP or a 504 Plan, principals may authorize certain accommodations that will not significantly change the skills being tested.</p>

<p>North Carolina</p>	<p>Duplication and copying of test materials: Secure state tests shall not be copied, filed, or used directly in instructional activities. No person may copy, reproduce, or paraphrase in any manner or for any reason the test materials without the written consent of the NCDPI Division of Accountability Services/North Carolina Testing Program.</p> <p>General information about accommodations security: Except for tested students, test books and/or online test items are not to be read or reviewed by anyone, not the test administrator, proctor, principal, assistant principal, or others at any time. An exception to this rule would be when students with documented special needs require an accommodation, such as Test Administrator Reads Test Aloud [in English] or when there is expressed permission from the NCDPI.</p> <p>Changes to standard test procedures: Each student must complete his or her own work without assistance in order for the scores to reflect the student's ability. These rules allow all students in every classroom across the state to get exactly the same directions and hear the same words as they are printed in the manual. The test administrator can only repeat the directions. Reading aloud or signing/cueing the selections/passages, sample questions, test questions, and answer choices from North Carolina tests that measure reading comprehension invalidates the results from those tests. However, test directions in the assessment guides may be read aloud and/or signed/cued during the administration of any state test.</p> <p>Training requirements related to accommodations: The test administrator shall attend a test administration training session conducted by the school system or school test coordinator before each test administration and, if applicable, a training session on the use of accommodations (training provided solely by electronic medium is discouraged at this time). To ensure valid test results, school system personnel must participate in training sessions before the test administration to be made aware of any restrictions affecting appropriate use of these accommodations.</p> <p>If you are monitoring a test administration in which students with disabilities and/or students identified as limited English proficient receive accommodations, the test administrator should review with you any information you need to know regarding the students' accommodations before the test administration. Information that should be discussed includes the following: The type of accommodation(s) the student(s) will receive, how the test administration may differ from what you consider a normal administration, and the special procedures necessary to provide the accommodation(s).</p>
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<p>North Dakota</p>	<p>Duplication and copying of test materials:</p> <p><i>AA-AAS: The assessments shall not be copied or duplicated, nor shall anyone make any unauthorized disclosure of the test questions or stimulus material.</i></p> <p>General information about accommodations security: State and local laws and policies specify practices to ensure test security and the standardized and ethical administration of assessments. Test administrators, proctors, and all staff involved in test administration must adhere to these policies. The Code of Professional Responsibilities in Educational Measurement (NCME, 1995) states that test administrators and others involved in assessments must take appropriate security precautions before, during, and after the administration of the assessment; provide for and document all reasonable and allowable accommodations for the administration of the assessment to persons with disabilities or special needs. Careful planning for the use of accommodations will ensure that: students can use accommodations efficiently, without interruptions, and as planned and specified for them; students using accommodations are not singled out or unduly distracted; and other students are not distracted by students using accommodations.</p>
<p>Ohio</p>	<p>Duplication and copying of test materials: No secure test materials shall be photocopied or duplicated in any manner. Loading, storing, transferring or copying the test CD into a central server to be vectored to individual terminals would constitute a reproduction as noted in OAC 3301-13-05 (F). As soon as the audio data is stored, a security breach has occurred. Therefore, loading, storing, transferring or copying the test CD into a central server to be vectored to individual terminals is strictly prohibited.</p> <p>General information about accommodations security: Test security involves maintaining the confidentiality of test questions and answers, and is critical in ensuring the integrity and validity of a test. Test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the child is allowed to see the test (e.g., interpreter, reader, scribe).</p> <p><i>AA-AAS: The AASWD is subject to the same considerations in terms of test security and ethical practices as Ohio's general assessments.</i></p>

<p>Ohio (continued)</p>	<p>Security of test and materials used for accommodated tests: Maintaining test security is one of your most important responsibilities as a test administrator. Follow your district's written procedures for protecting the security of test materials at all times. Secure test materials consist of test booklets (including Braille and large-print), language translation scripts, audio CDs, scorable and non-scorable answer documents, and other materials that contain student information or responses (e.g., Mathematics Reference Sheets with student writing). District personnel are prohibited from viewing the test booklet or completed answer documents unless they are assisting with a special version administration.</p> <p>Changes to standard test procedures: Except for accommodations and/or alternate assessments expressly permitted under Chapter 3301-13 of the Administrative Code, any change in procedures for administering and/or scoring an assessment that results in a nonstandard condition for one or more students is not allowed. Re-read any directions, direction can be repeated as often as necessary, break general directions into steps or paraphrase general test directions only.</p> <p>Qualifications of test administrators and accommodations providers: If the person providing an accommodation is also the test administrator for the statewide test, then that person must be an employee of the district who holds a license/certificate/permit issued by the ODE. If someone other than the test administrator is providing the accommodation, then that person must be under the supervision of the test administrator who meets the licensing/certification/permit criteria. Any person providing an accommodation must be an adult non-relative of the student. Students may not serve as scribes for other students, even if they are older students.</p> <p>Role of IEP: Accommodations in test administration procedures are allowed as long as they are in the student's IEP or 504 Plan, are related to the student's specific disability, do not change the content of the test, and do not provide the student with hints or clues that may enhance his or her response. Students' responses should be a reflection of their true ability and should not be influenced by accommodations that are not allowable.</p>
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Oklahoma	<p>Duplication and copying of test materials: Reproduction in any form of any copyrighted test materials—including test documents, teachers’ test administration manuals, and student pretest materials—is strictly prohibited. Photocopying of these materials constitutes a violation of federal copyright laws. To ensure that all school employees and community members are aware of this regulation and the laws in support of same, the district or building test coordinator shall post a sign to this effect over each copy machine. The Federal Copyright Law—as it applies to the Writing Assessment Component of the OSTP—prohibits the photocopying of any part of the student Test Booklet. This includes the lined writing pages, the writing prompt, and the student’s written response.</p> <p>Security of test and materials used for accommodated tests: When seals are used, the following procedures shall be followed: they shall remain intact until tests are distributed to students at the beginning of the test administration session; each test booklet seal shall be broken only by the student who is administered the test, except where special education or Section 504 accommodations allow the opening of the test; and unused tests shall remain sealed. When seals are not used, the following procedures shall be followed: tests booklets shall remain closed until distributed to students at the beginning of these test administration sessions; each test booklet shall be opened only by the student who is administered the test, except where special education or Section 504 accommodations allow the opening of the book and turning of pages by someone other than the students. No test booklets shall be viewed by any person other than the student taking the test at the time of testing, except in the case of special education, Section 504, or ELL accommodations which allow a test administrator to assist a student being tested. Test documents (books or Writing answer documents) are not to be opened before the test session by anyone. Only students being tested are allowed to break the seal and open the documents at the time of testing. Once a test document is opened during test administration, no one other than the student taking the test is allowed to look inside the document. The only exception to this rule is in the case of a special education teacher who is directed by the student’s IEP to read or sign the test to the student.</p> <p>Changes to standard test procedures: All test administration sessions shall be conducted according to the standardized procedures described in the test administrators’ manuals. This includes reading the directions to students verbatim; timing each subtest according to the time delineated in the official administration manual; refraining from allowing students to read test items before test timing begins and/or beyond the completion of time specified for each test; and assuring that only the materials designated for student test use are on the student’s desk during test sessions.</p>
Oregon	<p>Duplication and copying of test materials: No copies of the test items, stimuli, reading passages, or writing prompts may be made or otherwise retained. This includes using any digital, electronic, or manual device to record or retain an item. A test administrator may not photocopy or scan assessment materials outside of the services provided by the Oregon Textbook and Media Center (OTMC) in order to enlarge assessment materials.</p> <p><i>AA-AAS: One week prior to the opening of the test administration window, the materials may be printed and then photocopied from a master copy for individual student use.</i></p>

<p>Oregon (continued)</p>	<p>General information about accommodations security: Provide for and document all approved accommodations for the administration of the assessment to persons with disabilities or special needs. The identification of accommodations in advance of the testing event guards against test security concerns and resource challenges (including staff and technology) that schools might face when responding to student questions “in the moment.” Capturing this information in advance also ensures that decisions are made based on identified student needs.</p> <p>Security of test and materials used for accommodated tests: In a paper-and-pencil test, test security can become an issue when accessible test formats are used (e.g., Braille, enlarged print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). In order to ensure test security and confidentiality, test administrators must keep testing materials in a secure place during testing sessions to prevent unauthorized access, keep all test content confidential and refrain from sharing information or revealing test content with anyone, securely destroy all student original work (including scratch paper), and return all materials as instructed.</p> <p>Changes to standard test procedures: If a TA is faced with an “in the moment” request, or if a student asks for help remind the student to “do your best” using the verbatim student directions provided in Appendices B, G, and H, but do not initiate assistance or give any indication that you can help.</p> <p>Qualifications of test administrators and accommodations providers: District or school personnel, substitute teachers, or volunteers responsible for administering the Oregon Statewide Assessments in a secure manner must be in compliance with the policies and procedures in the Test Administration Manual. Substitutes and volunteers are not prohibited from the TA role; however, districts using substitutes or volunteers to administer an Oregon Statewide Assessment must ensure that they first receive training. In addition, the district must establish policies and procedures to address test improprieties initiated by substitutes or volunteers.</p>
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<p>Oregon (continued)</p>	<p>Role of IEP: In cases where a student's IEP indicates that an accommodation should be used, review the student's IEP as well as the Accommodations Tables. If the test administration manual (TAM) does not explicitly allow an action, contact your District Test Coordinator (DTC) to determine whether such an action is allowable prior to administering an assessment.</p> <p>Training requirements related to accommodations: ODE specifically requires that all TAs receive annual test administration and security training, and read the current school year Test Administration Manual which contains test administration policies and procedures. Prior to administering the OAKS Online through the new Braille Interface, test administrators must receive both the general test administration and security training provided locally through the school district, as well as specific training on administering OAKS Online through the new Braille Interface and its supporting Braille technologies. In addition, districts must ensure that students using the new Braille Interface of OAKS Online receive training on all supporting Braille equipment and receive an opportunity to access the OAKS Online Practice Tests available at http://www.oaks.k12.or.us prior to taking the test. School Test Coordinators must receive annual training from the DTC on the test administration policies and procedures included in this Test Administration Manual. To ensure consistent and valid administration of the Oregon Statewide Assessments, districts must use the ODE-provided training modules posted to: http://www.ode.state.or.us/search/page/?id=2744 when training STCs. While districts may include additional materials in their STC trainings, at a minimum the following modules are required for all STCs:</p> <ul style="list-style-type: none"> • Module 2 – School Test Coordinators • Module 3 – Test Administrators • Module 4 – Accommodations • Module 5 – Test Security • Module 6 – OAKS Online • Module 7 – ELPA • Module 8 – Writing <p>Other: In the rare instance when a modification is used on a statewide assessment, the applicable test administration codes must be correctly coded to ensure that students' scores reflect actual test administration procedures.</p>
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Pennsylvania	<p>Duplication and copying of test materials: Assessment materials must not be in any way reproduced, in whole or in part.</p> <p>General information about accommodations security: The Code of Professional Responsibilities in Educational Measurement (NCME, 1995) states that test administrators and others involved in assessments must: provide for and document all reasonable and allowable accommodations for the administration of the assessment to persons with disabilities or special needs.</p> <p>Role of IEP: Teachers and other staff members may give accommodations or modifications that are consistent with the student’s IEP, 504, or LEP Plan and that are used in the normal delivery of instruction with the exception of those indicated as not allowable in the Accommodations Guidelines.</p> <p>Training requirements related to accommodations: Every District Assessment Coordinator must train School Assessment Coordinators prior to the School Assessment Coordinator training the Test Administrators. The following topics must be included in the training: requirements for completing demographic and accommodations information for all students enrolled in the school; Test Security Certifications. Within the two weeks prior to the scheduled assessment dates, School Assessment Coordinators must conduct a training session for Test Administrators and Proctors. Qualified teachers, counselors, administrators, or paraprofessionals may act as Test Administrators. In this training session, the following topics must be included: Students with Special Needs—Explain which students are to be included in the assessment and what special accommodations may be provided for these students. Security—Emphasize that all test materials, including test booklets, answer booklets, test tickets, and content in the online test must be kept secure at all times prior to, during, and after the assessment, and that completed booklets must be kept secure.</p>
Rhode Island	<p>Duplication and copying of test materials: Duplication of test booklets and answer booklets is strictly forbidden, including, but not limited to, audio taping, videotaping, photocopying, photographing, and handwritten copying.</p> <p>Role of IEP: Accommodations are available to all students based on individual need regardless of disability status. Decisions regarding accommodations must be made by the student’s educational team on an individual basis. Accommodations must be consistent with those used during the student’s regular classroom instruction, including test taking.</p>
South Carolina	<p>Duplication and copying of test materials: Copy, reproduce, or use in any manner inconsistent with test security regulations all or any portion of any secure test booklet.</p> <p>General information about accommodations security: Each of the following is considered a breach of professional ethics which may jeopardize the validity of the inferences made on the basis of test data, and as such are viewed as security violations which could result in criminal prosecution and/or disciplinary action to an educator’s professional certificate. Not providing accommodations (to include customized test forms and modifications) as appropriate for students with Individual Education Programs or 504 Plans. This includes providing more accommodations (customization, modifications) than appropriate.</p>

<p>South Carolina (continued)</p>	<p>Security of test and materials used for accommodated tests: Secure test materials include: all customized administration materials including Braille, sign language, large-print, and loose-leaf test booklets, oral administration scripts (OASs), audio CD-ROMS, signed administration scripts (SASs), sign language DVDs, Braille Test Administrator’s Notes (TA Notes), and Braille OASs. Secure materials must be kept in secure, locked storage when not in use. If possible, the secure location should not have outside or inside windows. Also, secure test materials must not be stored in the same room as a copy or fax machine or any other frequently accessed equipment.</p> <p><i>AA-AAS: All test materials must be kept secure. Test materials must be kept in a locked storage cabinet or area before and after all testing sessions. Manipulatives or assistive devices that provide clues to the content of the test should also be kept secure. Destroy manipulatives and delete programming on any assistive device following test administration. Test security is the responsibility of the entire school community.</i></p> <p>Qualifications of test administrators and accommodations providers: TAs, however, must meet one of the following criteria:</p> <ul style="list-style-type: none"> • an employee of the district who is certified; • an employee of the district who is a critical needs teacher and has a letter of eligibility, an interim certificate, or a critical needs certificate; • a substitute teacher who is certified and employed by the district on an “as needed” basis; • someone who was a certified teacher but has allowed the teaching certificate to expire due to retirement, change of career, etc., and has been approved by the DTC as a qualified test administrator; or • someone who is not certified but has been employed by the school district in an instructional capacity and has been approved by the DTC as a qualified TA. <p>Role of IEP: Students with disabilities must participate in PASS with the appropriate accommodations, if necessary, as specified in their individualized education program (IEP) or 504 Accommodation Plan.</p> <p>Training requirements related to accommodations: DTCs and/or STCs must hold training sessions for all TAs and monitors who are employed or volunteer to assist with the PASS administration. This includes retired teachers, additional TAs hired for testing, and substitute teachers. Training sessions should cover all information presented in the spring WebEx sessions, with an emphasis on procedures for IEP, 504, and LEP students.</p>
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South Dakota	<p>Duplication and copying of test materials: All South Dakota State Test of Educational Progress (DSTEP) and South Dakota State Test of Educational Progress Alternate Assessments (DSTEP-A) testing materials are confidential and must not be reviewed except to the extent necessary for test administration. No part of any test material may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or placement in any information storage and retrieval system. An exception may be granted if LEA completes a request form (and it is approved by the state) for a specialized accommodation that requires the district to upload/scan/photocopy the (blank) test materials.</p> <p>General information about accommodations security: Listed under testing irregularities/procedural errors: Providing test accommodations for students with disabilities that is not included in the student's IEP.</p>
Tennessee	<p>Duplication and copying of test materials: Test items may not be reproduced or distributed in any way, for any reason, by any person.</p> <p style="text-align: center;"><i>AA-AAS: You may make a copy of the student's portfolio for your records, but the original must be sent to the vendor. All of the forms (with the exception of the student's Participation Guidelines) must be original, not photocopied.</i></p> <p>General information about accommodations security: Ensure that the need for test modifications is documented and that modifications are limited to the specific need.</p> <p>Changes to standard test procedures: Repeating Instructions: Directions normally read aloud or signed to students may be reread/signed verbatim as needed. Test instructions may not be clarified in any manner.</p> <p>Role of IEP: Special Accommodations may be used only if indicated on the student's IEP (including extended time). See Section III, 2012–2013 TCAP Special Accommodations, for additional information.</p> <p>Training requirements related to accommodations: It is the responsibility of the System Testing Coordinator to: train each building testing coordinator on the State of Tennessee Test Security Law (T.C.A. 49-1-607), state test security guidelines, local policy, and test administration procedures. Retain training documentation for system records. Train each building testing coordinator in the implementation of procedural accommodations used during test administrations. Require building testing coordinators to carefully adhere to all test administration directions and accommodation instructions, following appropriate schedules and time limits.</p>

<p>Texas</p>	<p>Duplication and copying of test materials: No person may duplicate, print, record, write notes about, or capture (electronically or by any other means) any portion of a secure assessment instrument without prior approval from TEA.</p> <p>General information about accommodations security: Verify with coordinators and test administrators the accommodations and resources to be provided to each student. Periodically before the test administration, verify with the appropriate campus personnel that you are using the most up-to-date information regarding accommodations for students receiving special education and Section 504 services. Individualized Education Program (IEP) Implementation Issue: A student receiving special education services was provided an unapproved or undocumented accommodation or was not provided a prescribed accommodation. A student receiving special education services was administered the wrong test.</p> <p>Personnel knowledgeable of special education requirements: Periodically before the test administration, verify with the appropriate campus personnel that you are using the most up-to-date information regarding the testing requirements and accommodations for students receiving special education and Section 504 services.</p> <p>Qualifications of test administrators and accommodations providers: Districts electing to use noncertified paraprofessionals (e.g., teacher aides) during the administration of a statewide assessment, including any personnel who have access to secure test materials, must identify a certified staff member who will be responsible for supervising these individuals. If a violation of test security or confidentiality occurs under this circumstance, the supervising certified professional is subject to the penalties above.</p> <p>Training requirements related to accommodations: Ensure that campus coordinators are cognizant of recent changes in testing requirements for students receiving special education services.</p>
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Utah	<p>Duplication and copying of test materials: Unethical practices include: Copying, in whole or in part, specific items appearing on a test. School district/charter school employees and school personnel may not copy or in any way reproduce protected test materials without the express permission of the specific test publisher, including the USOE.</p> <p>Changes to standard test procedures:</p> <p><i>AA-AAS: The instructions to be given to the student are specified for each task. In many cases, the detailed wording that is given in this section will need to be modified to make it appropriate for the particulars of the testing situation. The suggested wording is very simple and direct. The tester should give instructions that are as close as possible to the example, while making the instructions fit the testing situation. Generally, the instruction should be a naturally occurring request that the student do the task.</i></p> <p>Role of IEP: Accommodations are provided for eligible students, as identified by an ELL, IEP, or 504 team. These accommodations should be in line with and not beyond those provided throughout the instructional year.</p>
Vermont	<p>Duplication and copying of test materials: Duplication of test booklets and answer booklets is strictly forbidden, including, but not limited to, audio taping, videotaping, photocopying, photographing, and handwritten copying.</p> <p>Role of IEP: Accommodations are available to all students based on individual need regardless of disability status. Decisions regarding accommodations must be made by the student’s educational team on an individual basis. Accommodations must be consistent with those used during the student’s regular classroom instruction, including test taking.</p> <p>Other: Q: I need multiple copies of the same test form in order to administer the test to a small group of students with the same accommodation(s). What should I do? A: In specific situations like this one, you may collect enough copies of the same test form from different packs of test materials. If you are unable to collect enough copies, call the NECAP Service Center to request the number of copies of a specific form that you require.</p>
Virginia	<p>Duplication and copying of test materials: Copying/printing/photographing ALL OR ANY PART of an SOL assessment or taking notes about the items included on an SOL assessment is STRICTLY PROHIBITED. As stated in the copyrights by the Commonwealth of Virginia Department of Education, testing materials may not be reproduced or used in any form or by any means, electronic or mechanical, including photocopying or recording or by any information storage or retrieval systems.</p> <p>General information about accommodations security: Any accommodations based solely on the potential to enhance performance beyond providing equal access are considered inappropriate.</p>

<p>Virginia (continued)</p>	<p>Security of test and materials used for accommodated tests: WITHOUT EXCEPTION, copies of secure test booklets (including Braille and large-print test booklets, Examiner copies, and audios), students' Pre-ID labels, online test tickets, student paper, audio, or electronic responses used for transcriptions, audio/electronic copies of testing sessions (e.g., read-aloud), students' used scratch paper, and used answer documents must be kept in secure, locked storage at all times when they are not in use in an actual testing session. If students are moved to an alternate testing site to complete their tests, their testing materials must be collected by the Examiner or Proctor prior to the move and redistributed only after the students are settled in the new location. While in transit, students must not be allowed to discuss the test with anyone or have access to educational materials. Verify the number of Special Test Forms (Braille and/or large-print test booklets, including Examiner's copies—with yellow covers—and regular forms with accompanying audios) returned and compare with the School Packing List/Transmittal Form.</p> <p>Changes to standard test procedures: All directions that Examiners must read aloud to the students are in bold type so that they stand out from the rest of the text. This text must be read exactly as written, using a natural tone and manner. Action for violation of test security procedures: Altering test materials or examinees' responses in any way is not allowed. Further, accommodations may not provide verbal or other clues or suggestions that hint at or give away the correct response to the student.</p> <p>Personnel knowledgeable of special education requirements: Prior to the day of a test, the School Test Coordinator should ensure certain test examiners and proctors know what accommodations each student will be using and how to administer them properly.</p> <p>Qualifications of test administrators and accommodations providers: Proctors may transcribe or verify the transcription. Other adults in the school can also transcribe responses or verify responses without formal training as a Proctor. In selecting Proctors, be aware that each must sign the School Division Personnel Test Security Agreement (Including Examiners/Proctors) noted in Section 4.12. The use of non-school personnel as Proctors should be approached with caution. Proctors should receive the same training as Examiners.</p>
<p>Washington</p>	<p>Duplication and copying of test materials: All personnel are prohibited from duplicating, transmitting, or by any means disclosing secure test content, including, but not limited to, test questions, passages, or performance tasks and/or the contents of student test books, answer documents, and accommodated forms, unless specifically authorized to do so by OSPI.</p> <p>General information about accommodations security: Become familiar with the implementation and restrictions of access supports and accommodations for IEP, 504, and ELL students. Obtain list of accommodations to support students. Unethical practices include but are not limited to the following: Providing accommodations that are not approved for state assessments.</p> <p>Changes to standard test procedures : Read the directions exactly as they are written, using a natural tone and manner. Never deviate from the directions as written. Deviating from the printed directions is a testing violation.</p>

West Virginia	<p>Duplication and copying of test materials: Test booklets or questions shall not be reproduced or paraphrased in any manner.</p> <p><i>AA-AAS: For students using assistive technology replication of the student page is allowable except for the following restrictions: Copied images(s)/page(s) must be the same color and size of images presented in the test booklet or formatted to the size requirements of the communication device.</i></p> <p>General information about accommodations security: To appropriately assess all students, the West Virginia Department of Education (WVDE) must ensure assessments are valid, reliable, and consistent with national assessment standards. The challenge is to maintain a fair assessment that meets the technical quality requirements of statewide assessment and accountability, while also avoiding discrimination against students with disabilities or limited English proficiency (or both). In the documentation, the committee must articulate the reasons for differentiating accommodations for this student. 1. What does this individual student need to show us what he/she really knows? 2. If provided, will the accommodation change what the test is trying to measure? 3. If appropriate, has the student had prior experience using this accommodation?</p> <p>Qualifications of test administrators and accommodations providers: Examiners must be educators employed by the county, RESA or state as defined in Policy 2340.</p> <p>Role of IEP: Accommodations as appropriate for students with Individual Education Programs (IEPs) or Section 504 Plans shall be provided as established in their plans.</p> <p>Other: All homebound public school students are to be assessed at the schools in which they are enrolled or at alternate testing sites approved by the county test coordinator. All participating educators and students shall be required to follow all testing guidelines and security procedures set forth in WV-MAP WVBE Policy 2340, §4.8. The examiner must meet the definition of an examiner as defined in Policy 2340. Further, all signed agreements must be on file at the student's home school; no family member may be present during the test administration; no family member may read any of the test materials; and all test security procedures and schedules must be followed.</p>
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Wisconsin	<p>Duplication and copying of test materials: Prohibit the copying or reproducing of any portion of the secure test book and writing prompt. No secure test materials may be photocopied or duplicated in any manner. Loading, storing, transferring, or copying the test CD into a central server to be vectored to individual terminals would constitute a reproduction. As soon as the data is stored, a security breach has occurred. Therefore, loading, storing, transferring or copying the test into a central server to be vectored to individual terminals is strictly prohibited.</p> <p>General information about accommodations security: All tests, including special versions, must be kept secure until the day of testing, serially numbered and tracked, and then returned to the scoring contractor. Special versions of the tests include Braille, large print, Read Aloud Scripts, Language Translation Scripts and bilingual test booklets.</p> <p>Security of test and materials used for accommodated tests: All WKCE test books (both used and unused) must be returned to CTB/McGraw-Hill. No test materials may be disposed of at the school or district site. All WKCE Large Print and Braille test books must be included with unused materials and returned to CTB/McGraw-Hill. The scannable test book into which student responses have been transcribed with a No. 2 pencil must be returned with the other student test books to be scored.</p> <p>Changes to standard test procedures: These directions must be read verbatim but may be reread if a student needs further clarification. Directions may not be expanded.</p> <p>Qualifications of test administrators and accommodations providers: Proctors are trained staff employed by the school district, including administrators, teachers, and paraprofessionals, and may also include the student teachers who have responsibility for supervising students. Parent volunteers should not be allowed to proctor examinations.</p> <p>Role of IEP: Provide accommodations, as appropriate, for students with Individual Education Programs (IEPs), Section 504 Plans, or English Language Learners (ELL).</p> <p>Training requirements related to accommodations Each school and district must ensure that all appropriate staff have training and knowledge of these appropriate assessment practices and must monitor the practices of all staff to ensure compliance. This training should include, but is not limited to, the following: Reading the test administration manual, test security manual, proctor guidelines, and accommodation guidelines and familiarization of their content. Watching the Test Security PowerPoint Training. Reading and signing the Proctor Confidentiality Agreement Form.</p>
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Wyoming	<p>Duplication and copying of test materials: Do not reproduce any test materials in any manner (i.e., email, texting, photographing, photocopy machine, handwritten copies, verbal exchanges, etc.). All Student TABs, Braille forms, large print forms, and audio CDs are secure materials and may not be copied or duplicated.</p> <p><i>AA-AAS: Do not copy or reproduce test materials for any use other than modifying Stimulus Sets to promote student access to the PAWS-ALT and SAWS-ALT assessments.</i></p> <p>Role of IEP: Standard accommodations are allowed on the PAWS for students with disabilities who have an Individualized Education Plan (IEP), or a Section 504 Plan, or for English Learners (EL). The proper administration of a standard accommodation allows these students access to the test, resulting in students' ability to demonstrate their knowledge and skills consistent with the measured test construct in each content area.</p> <p>Training requirements related to accommodations: Test Administrators must be trained on appropriate testing and security procedures. Each Test Administrator must sign a Test Administrator Security Agreement.</p>
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¹If a state provided specific test security information for the AA-AAS that differed from the overall state policy, it is included in italics in the table.

Table B3. Additional AA-AAS Test Security Issues Addressed in State Policies

State	Security of Assessment and Materials	Storage and Handling of AA-AAS	Access to Assessment and Materials	Other
Alabama		X		
Alaska		X	X	X
Arkansas				
Arizona	X			
California		X	X	
Colorado	X	X	X	
Connecticut		X		
Delaware	X	X	X	
District of Columbia	X	X		
Florida		X	X	X
Georgia	X	X	X	
Hawaii	X		X	X
Idaho	X	X	X	
Illinois	X	X		X
Indiana		X	X	
Iowa				
Kansas				
Kentucky	X	X	X	X
Louisiana	X	X	X	
Maine	X		X	
Maryland	X	X	X	X
Massachusetts	X	X		
Michigan				
Minnesota	X			
Mississippi		X		
Missouri		X		
Montana	X			
Nebraska				
Nevada	X	X		
New Hampshire				
New Jersey				
New Mexico	X			

State	Security of Assessment and Materials	Storage and Handling of AA-AAS	Access to Assessment and Materials	Other
New York				
North Carolina		X		
North Dakota				
Ohio	X			
Oklahoma			X	
Oregon	X		X	
Pennsylvania				
Rhode Island	X		X	
South Carolina	X	X		
South Dakota	X	X		
Tennessee	X	X	X	
Texas			X	
Utah				
Vermont				
Virginia	X			
Washington				
West Virginia	X	X		X
Wisconsin	X	X		
Wyoming	X	X	X	
Total	27	26	19	7

Note: See Table B4 for specifications and descriptions.

Table B4. Additional Information in State Test Security Policies that Addressed the AA-AAS

Alabama	<p>Storage and handling of AA-AAS: Prior to testing, all materials should be inventoried and stored in a secure central location in the LEA. After test administration, these guidelines should be followed: All unused labels, answer documents, and TAMs [test administrator manual] should be returned to Lowry for destruction.</p>
Alaska	<p>Storage and handling of AA-AAS: Qualified Assessors will prepare hard copies of the assessment and explanation of answer document; within one week of the test window closure, these materials must be securely destroyed, including deletion of files from computers.</p> <p>Access to assessment and materials: Qualified Assessors may have access to the test items prior to test administration for the purpose of determining if supportive objects must be provided. Related Regulation: School personnel at a school test center shall ensure that no individual receives a copy of the test, or learns of a specific test question or item, before the test date and time set by the commissioner, unless knowledge of the question or item is necessary for delivery of accommodations under 4 AAC 06.775. 4 AAC 06.765 (d)(7).</p> <p>Other: Qualified Assessors may give increasing levels of support to the student following the guidelines provided in the assessment. Related Regulation: School personnel at a school test center shall ensure that no examinee is assisted in responding to or review of specific test questions or items before, during, or after a test session.</p>
Arizona	<p>Storage and handling of AA-AAS: Test security agreement: If test materials are distributed to me, I shall return all AIMS A test materials including student data sheets to the special education director or AIMS A designee immediately upon the completion of testing. It is unethical and shall be viewed as a violation of test security for any person to: Fail to store all test material in a secure area before, during, or after test administration including all data sheets.</p>

Table B3. Additional AA-AAS Test Security Issues Addressed in State Policies (continued)

<p>California</p>	<p>Storage and handling of AA-AAS: When not in use, the CAPA Examiner's Manual must be stored in a locked cabinet.</p> <p>Do:</p> <ul style="list-style-type: none"> • Keep the CAPA Examiner's Manual and answer documents secure at all times when not in use. • Limit access to the tests and test materials to preparation and actual testing sessions. • Account for all test materials after each testing session. • Administer the tests in accordance with the directions for test administration in this manual. • At the completion of testing, keep stimulus cards for instruction. <p>Do Not:</p> <ul style="list-style-type: none"> • Review any test questions with students before testing. • Disclose, or allow to be disclosed, the contents of the tests to anyone through verbal, written, or any other means of communication. • Copy any part of the tests or test materials (excluding stimulus cards). <p>After all CAPA testing is completed, return both used and unused answer documents and CAPA Examiner's Manuals to your STAR site coordinator.</p> <p>Access to assessment and materials: Only persons who have signed a 2012–2013 STAR test security affidavit may have access to this manual and its contents. Upon completion of testing, the CAPA Examiner's Manual and student answer documents must be returned to the school's STAR test site coordinator for return to the district STAR coordinator.</p> <p>Test security agreement: I will keep all CAPA materials in secure locked storage except when I am administering or observing the administration of the assessment to pupils. Note: CAPA examiners should receive testing materials from the STAR site coordinator as soon as possible after receipt (from the district or publisher) so they can begin to prepare materials for test administration. CAPA examiners may retain their testing materials (examiner manual, stimulus cards, manipulatives, and student answer documents) within their testing location provided that the materials are in a locked storage cabinet when not in use.</p>
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<p>Colorado</p>	<p>Security of assessment and materials: Student materials may be reproduced for individualized accommodations but must be treated as secure and not stored in the classroom. Any individualized accommodations made to the student materials must be returned to the SAC for secure destruction by the District Assessment Coordinator (DAC).</p> <p>Security Requirements: The security of test materials must be maintained before, during, and after the test administration. Security requirements include making sure that:</p> <ul style="list-style-type: none"> • no test materials are to be reproduced. • a documented chain of custody is maintained for all test materials. • all students take the CoAlt tests in a standardized manner per state requirements. • cell phones, digital cameras, video cameras, and handheld scanners are not allowed in the testing environment during testing. <p>Storage and handling of AA-AAS: To ensure that each student has an opportunity to earn a valid score on the CoAlt, the assessments must be administered as directed and secured before and after each test session. Each District Assessment Coordinator (DAC) must implement a plan to ensure the secure management of test materials, both at the district office and at all school sites in the district. (Please refer to the 2013–2014 CDE Procedures Manual for further support in planning.) Strict adherence to the Chain of Custody for assessment materials may prevent invalidations due to a person or persons gaining access to a test item or items and referencing and/or reproducing materials for any reason.</p> <p>Access to assessment and materials: Standard policy for state assessment materials is that test booklets are not to be checked out to proctors until right before the administration of the test. Balancing the need for adequate time to translate the assessment and the need for adequate test security, CDE will permit translator access to the test booklets, oral scripts, teacher read directions, proctor’s manuals, and CoAlt - R, W & M item presentation protocols up to 48 hours before the test administration.</p> <p>AA-AAS materials are not considered secure: Some test materials are non-secure and do not require documentation or chain of custody procedures. They may be reproduced as needed. These non-secure test materials include:</p> <ul style="list-style-type: none"> · The Colorado Procedures Manual · The Colorado Accommodations Manual
<p>Connecticut</p>	<p>Storage and handling of AA-AAS: Unlike other CMT testing materials, the CMT Skills Checklist is not a secure document. This means that the CMT Skills Checklist may be copied.</p>
<p>Delaware</p>	<p>Security of assessment and materials: The Delaware Comprehensive Assessment System – Alt1 (DCAS – Alt1) test materials, including the test booklets, printed materials (e.g., storybooks in Reading), and artifacts produced as a result of test administration, are secure test materials. To maintain the validity of the tests administered in the statewide assessment system, security of the test questions and test materials is absolutely necessary.</p>

<p>Delaware (continued)</p>	<p>All printed materials and manipulatives are secure and must be returned to AIR. Physical manipulatives, such as foam circles, foam triangles, and other objects, are not secure and should be kept by schools after the administration of the DCAS – Alt1 to be used for instructional purposes.</p> <p>It is an assessment security violation for an individual to fail to follow state assessment administration procedures promulgated by the Department, and no individual shall:</p> <p>1) Give any examinee access to secure assessment items or materials except in the regular course of an authorized administration of the state assessment system; Example Violations:</p> <ul style="list-style-type: none"> • Teacher uses secure test materials during instruction (exception is physical manipulatives after testing is complete). • Teacher gives test to a student when other students are in the room and able to hear or see the test. <p>2) Give unauthorized individuals or other persons access to secure assessment items or materials; Example Violations:</p> <ul style="list-style-type: none"> • Teacher gives testing materials to a para-professional to laminate for testing. • Teacher discusses test items with unauthorized educators/non-educators. <p>6) Fail to follow security regulations and procedures for the storage, distribution, collection and return of secure assessment materials or fail to account for all secure assessment materials before, during and after assessment administration; Example Violations:</p> <ul style="list-style-type: none"> • Teacher does not lock testing materials in a secure location. • Teacher leaves testing materials out for public access when testing is not occurring. • Teacher does not return all required materials at the conclusion of the test window including other materials created in order for student to access the test. <p>Storage and handling of AA-AAS: The Department’s rules and regulations shall provide for: a) The security of the printed materials during assessment administration and the storage under lock and key of all secure assessment materials, including answer documents, before and after assessment administration; ...d) Procedures for the accurate and timely collection, storage and retrieval of state assessment system materials and data.</p> <p>Access to assessment and materials: Test materials must be held secure before, during, and after testing sessions. Students should not be provided with any access to test materials before test administration. Such exposure to the test will invalidate its results. Test materials should not be taken off school grounds unless approved by the STC (e.g., to deliver the assessment to a student who receives homebound instruction).</p>
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<p>District of Columbia</p>	<p>Security of assessment and materials: The DC CAS-Alt Composition Assessment Test Booklets are considered to be secure materials.</p> <p>Storage and handling of AA-AAS: Booklets should be kept in a secure location such as a locked filing cabinet or closet when not being used. All paper-based pre-write and electronic support materials are also considered to be secure and should be kept in a secure location or be password protected. ALL secure paper-based materials must be returned with the student portfolio and electronic support materials must be deleted when the student has finished his/her final draft. Failure to return test booklets with accompanying pre-write materials will constitute a SECURITY BREACH. ALL electronic copies of student support materials must be deleted when the student has placed the final draft of his/her work in the Composition Assessment Test Booklet. Failure to destroy electronic artifacts will result in a Security Breach and will prompt an investigation.</p>
<p>Florida</p>	<p>Storage and handling of AA-AAS: The security of all test materials must be maintained before, during, and after test administration. Under no circumstances are students permitted to handle secure materials before or after test administration. Please remember that after ANY administration, materials must be returned immediately to the school assessment coordinator and placed in locked storage. No more than 3 persons should have access to the locked storage room. Test booklets and answer sheets should never be left unsecured. Secure materials may not remain in classrooms or be taken out of the building overnight. Materials must be tracked by using the security numbers described later in this section. Secure documents should never be destroyed (e.g., shredded, thrown in trash, etc.), except for soiled documents.</p> <p>Individuals responsible for handling secure Florida Alternate Assessment materials are accountable for the secure documents assigned to them. Test administrators should report any missing secure materials to the school assessment coordinator immediately.</p> <p>Access to assessment and materials: Teachers may have access to the test booklets and auxiliary materials prior to testing in order to familiarize themselves with and organize test materials before testing, but materials must be checked out of and back into the school's locked storage room each day. A Security Checklist has been provided for the purpose of tracking these materials at each school.</p> <p>Other: If a test booklet or answer sheet is soiled (e.g., with blood or vomit), the district coordinator should document the security number and submit a report form. At their discretion, school personnel may transfer responses to a replacement document and then destroy the soiled document as directed by the district coordinator. Soiled auxiliary materials should be destroyed and replaced with a new set.</p>

Georgia	<p>Security of assessment and materials: While the GAA materials themselves are not considered secure materials, student work and entries are secure once they have been chosen as assessment evidence and placed in the GAA portfolio binder. Maintaining security of all student materials is crucial to obtaining valid and reliable assessment results. Original student work, not photocopies, should be included in the portfolio; neither original work nor copies of portfolio evidence should be retained as records of the submission.</p> <p>Storage and handling of AA-AAS: Given the unique features of the GAA (such as the test window), test security must be considered and attended to throughout the school year and not just during the portfolio submission phase. Once compiled into the portfolio, student work and materials being used for the purposes of the GAA must be kept in locked storage in the classroom—except during use. Access to those materials must be restricted to authorized individuals only. It is the direct responsibility of all individuals who administer the assessment to follow security procedures and protect the integrity of the assessment process. The examiner should follow the instructions in the GAA Examiner’s Manual, 2013–2014 concerning the placement of materials and be sure to have a colleague review the materials prior to submission. Remember that the student work becomes secure test material once it has been placed in the assessment binder. The assessment binder should not be removed from the school building, except when sign-out procedures are in effect for the purpose of peer reviews. While evidence is being collected and compiled, it is permissible for the materials to remain in the classroom, provided they are secured (i.e., secured in locked storage within the classroom) when not in use.</p> <p>Access to assessment and materials: Access to those materials must be restricted to authorized individuals only. It is the direct responsibility of all individuals who administer the assessment to follow security procedures and protect the integrity of the assessment process.</p>
Hawaii	<p>Security of assessment and materials: There is a print icon at the top of the Manage Students page, on the right, which will allow the Test Administrator to print a copy of all the assessment tasks required for that student for the year. Printing is optional, but you will be able to print the tasks with examples for your reference. Printing the tasks is not a violation of the code of ethics if the tasks are kept in a secure location and not shared with unauthorized personnel.</p> <p>Access to assessment and materials: Printing the tasks is not a violation of the code of ethics if the tasks are kept in a secure location and not shared with unauthorized personnel.</p> <p>Other: Any of the tasks may be administered more than once. This allows the student to demonstrate improved performance that is a result of additional instruction. A task that is re-administered must not contain exactly the same content as in the initial administration. That would be an example of “teaching to the test.” For instance, if a task required a student to measure the perimeter of a figure, the re-administration would still require the student to measure perimeter but of a different shape or size figure. If a task is re-administered and results in a different performance or product for the student than the one that was the result of the initial administration, remove the previously submitted file from the OSD and then upload the new evidence.</p>

Idaho	<p>Security of assessment and materials: AA-AAS materials are not considered secure: The materials used to construct the ISAT-Alt electronic portfolios (folder, tabs, forms, etc.) are not secure until they contain student-specific information and student work. It is assumed that teachers and any others who handle test materials or who access I-PASS are aware of the consequences of test security violations and accept this responsibility through the training and materials provided via the Testing Coordinator Guide.</p> <p>Storage and handling of AA-AAS: Once the portfolios contain student identifying information, student testing materials, and student work, the portfolios become secure documents and must be treated with the same care as other secure testing materials, keeping them in a locked file cabinet.</p> <p>Access to assessment and materials: Only the ISAT-Alt teacher of record may access the online system I-PASS. Teachers are not to share the password with others and are to keep the password in a secure location. When the teacher logs in a security agreement is provided and logging in is affirmation that all security measures are understood and followed by the user. At no time should the classroom teacher share a password with the paraprofessional, access must be given via this secure procedure further outlined in the Quick Guide to I-PASS.</p>
Illinois	<p>Security of assessment and materials: Do not read, review, analyze, or copy secure test materials at any time before, during, or after test administration. There are two exceptions: 1. Reviewing; 2. Copying/Reproducing. Note: No copies of test booklets may be made to make up for test booklet shortages.</p> <p>Storage and handling of AA-AAS: Test administrators must not allow test materials to be taken out of the testing area or off school or district grounds by students or unauthorized personnel.</p> <p>Other: DO NOT ACCEPT SAMPLE OR PRACTICE IAA MATERIALS FROM SOMEONE UNLESS YOU ARE SURE OF ITS SOURCE. The format of the IAA sample tasks and tasks appearing on the actual test are identical to facilitate student's familiarity with test materials. Before you use any sample tasks verify that the tasks are indeed sample tasks and not copies of previous IAA test booklets or IAA pilot test booklets. If you are uncertain of the origin of the sample tasks you were given by a colleague, consult with your IAA Coordinator.</p>

Indiana	<p>Storage and handling of AA-AAS: Before each test administration, materials must be distributed and stored according to the Indiana Assessment Program Manual. As described therein, testing materials must be secured at all times during test administration, including breaks in the testing sequence. All test booklets (used and unused) and answer sheets, if applicable, must be counted, reconciled, and returned to a centrally-located, locked, and secured area immediately upon the completion of each daily testing session.</p> <p>Access to assessment and materials: All data entered into the software system is encrypted. The network server maintains this encrypted data which cannot not be read without specified access to the interface. Access to student records is controlled by the location of the account and the level of access that is established for that account, which is regulated by the creation and monitoring of user accounts at the local administrative level. As with any web-based system, security is dependent on access rights, not the physical location of the server.</p>
Kentucky	<p>Security of assessment and materials: The Alternate K-PREP Attainment Tasks are considered "Secure Testing Materials." The Attainment Tasks are considered secure testing materials and must follow the administration code and 703 KAR 5:070 established for the general assessment. Do not Review secure test items with students.</p> <p>Storage and handling of AA-AAS: When not being used for a scheduled testing session, all assessment materials shall be stored in a secure location with access granted to authorized personnel only. Test materials (Attainment Tasks) cannot be stored in classrooms unless double locked (such as in a lockable storage unit inside a locked room). Access to these locks shall be limited to authorized personnel only. Electronic or other versions of secure assessment materials or student responses shall not be maintained in the district.</p> <p>Access to assessment and materials: Access to these locks shall be limited to authorized personnel only. Attainment Tasks materials may be viewed prior to their administration by teachers and administration.</p> <p>Other: Test administrators with knowledge of the content of any secure test item shall not reveal that content to anyone. No one shall take notes about or discuss the content, concepts or structure of any secure test item. Students using technology to respond to test items are allowed to save responses to CDs or portable drives, but not hard drives or servers.</p> <p>Some parents outside the employment of a local public school district have expressed interest in reviewing the secure components of the state-wide Alternate Assessment, prior to the administration and release of those components. Local school district central office staff shall be responsible for reasonable security of the assessment materials. Therefore, local districts shall not be required to allow reviews of secure materials, considering the potential demand that would stretch local district staff beyond its capacity to provide for that security. Once the materials have been scored, it may be viewed based on the policy represented by the district.</p>

Louisiana	<p>Security of assessment and materials: Task Descriptions are secure materials and must be returned after the assessment is completed. Secure test materials: administrator booklets; student booklets; response documents; task descriptions (PowerPoint). Once the TA enters scores on the response document, it becomes confidential information and must be kept secure. AA-AAS materials are not considered secure: Non-secure test materials: Manipulatives lists; NOTE: Other manipulatives from the classroom may also be used; CDs; Test coordinators manual, Test administration manual.</p> <p>Storage and handling of AA-AAS: School Test Coordinators are responsible for storing materials in a locked, secure area and disseminating materials. The following materials must be returned at the end of the day if they are checked out: Administrator booklets; Student booklets; Response documents; Task descriptions. Task descriptions: must be checked out and in each day with all other secure materials.</p> <p>Reminder: Managing Materials: The security checklist must be used to keep track of materials and security numbers. Assessment materials need to be picked up and returned to the School Test Coordinator each day of testing. The electronic security checklist may be modified to create “Check Out” and “Check In” columns for the materials. Response documents, assessment booklets, or bar-code labels cannot be transferred from one school to another.</p> <p>Access to assessment and materials: It shall be a violation of test security for any person to give examinees access to test questions prior to testing; examine any test item at any time (except for students during the test or test administrators while providing the accommodations Tests Read Aloud or Communication Assistance, Transferred Answers, or Answers Recorded for students determined to be eligible for those accommodations). Test administrators are to be given access to the tests and any supplementary secure materials only on the day the test is to be administered, and these are to be retrieved immediately after testing is completed for the day and stored in the designated locked secure storage area each day of testing.</p>
Maine	<p>Security of assessment and materials: PAAP Tasks are secure materials and should not be sent home with the student.</p> <p>Access to assessment and materials: The PAAP Task Bank is a secure location where teachers must access the assessment items to be used within the students’ PAAP. In order to establish consistency, teachers may not develop their own tasks. . . Access to the Task Bank is limited to educators and administrators directly involved in the planning and organization of the PAAP.</p>

Maryland	<p>Security of assessment and materials: The materials used to construct the Alt-MSA portfolio (binder, tabs, forms, etc.) are not secure before they contain student-specific information and student work. However, once the portfolios contain completed artifacts, the portfolios become secure documents and must be treated with the same care as other secure testing materials.</p> <p>Storage and handling of AA-AAS: Portfolios should be maintained in a secure, locked area when not in use, accessible only to the members of the TET and the STC [school test coordinators]. Alt-MSA Portfolios must not be taken out of the school building by Test Examiners unless the Test Examiner is a home and hospital teacher. In situations such as Alt-MSA administration to a home and hospital student, the STC must work with the Test Examiner to develop a procedure for maintaining security of the portfolio while it is removed from the school.</p> <p>Access to assessment and materials: Portfolios should be maintained in a secure, locked area when not in use, accessible only to the members of the TET [test examiner team] and the STC.</p> <p>Other: Informing Parents/Guardians About Videotaping: Parents/guardians should be informed that: videotapes are required for the Alt-MSA; only scorers who have signed Non-Disclosure Agreements will view the videotapes, and the videotapes are secured.</p>
Massachusetts	<p>Security of assessment and materials: Principals are responsible for ensuring that all educators administering the MCAS-Alt comply with the requirements and instructions contained in the 2014 Educator’s Manual for MCAS-Alt. In addition, other administrators, educators, and staff within the school are responsible for complying with the same requirements.</p> <p>Storage and handling of AA-AAS: Scored portfolios will be returned to schools in September and must be stored in a secure location, according to the guidelines provided in the Policy on Storage and Destruction of Returned MCAS-Alt Portfolios in the following section. Educators are also responsible for ensuring that student work and other evidence are neither duplicated, altered, nor fabricated in a way that provides information that is false or portrays the student’s performance inaccurately.</p>
Minnesota	<p>Security of assessment and materials: Minnesota Assessments require the highest level of test security and accountability. Security of the test books, online assessments, MTAS test materials, ACCESS for ELLs and Alternate ACCESS for ELLs test materials, answer documents, accommodated test materials or any other materials with secure items must be maintained before, during and after the test administration.</p>
Mississippi	<p>Storage and handling of AA-AAS: To transfer MAAECF documents between districts teachers may physically transport them between the two districts as long as two (2) school staff are present at all times with the secure test materials.</p>
Missouri	<p>Storage and handling of AA-AAS: MAP-A materials should be treated as confidential student records and handled in the manner prescribed by local school board policy.</p>

Montana	<p>Security of assessment and materials: Under no circumstances should Test Booklets or marked Answer Booklets be reviewed, circulated, duplicated, or discussed. The only exception is for the administrator who needs to read to the student who is taking the test with a modality accommodation.</p>
Nevada	<p>Security of assessment and materials: The Nevada Alternate Assessment is a secure standardized assessment.</p> <p>Storage and handling of AA-AAS: The following steps must be taken by school district and individual school personnel to safeguard the security of materials required for test administration:</p> <ol style="list-style-type: none"> 1. Locked, secure storage must be provided for all secure test materials, including Test Booklets, Student Response Booklets, auxiliary materials (such as cutout cards and Standardized Graphic/Picture Description Scripts), completed Student Answer Documents, and student video file CDs, DVDs or USB flash drives. Provide locked storage for all secure testing materials before and after testing sessions. Due to the length of the testing window, secured storage may be in the test administrator’s classroom or some other location that is convenient for the test administrator to access daily. 2. The locked room or file cabinet used to store materials must not be accessible to anyone other than the principal, school test coordinator, or test administrator. 3. Test Booklets and Student Response Booklets must not be distributed to those administering the examination until the prescribed window for test administration has opened.
New Mexico	<p>Security of assessment and materials: Access to assessment and materials: Test materials must be held secure before, during, and after testing sessions. Students should not be provided with any access to test materials before test administration. The New Mexico Alternate Performance Assessment (NMAPA) and the New Mexico Alternate Assessment for High School Graduation (NMAAHSG) test materials, including the test booklets, Student Score Forms, printed materials (e.g., storybooks in Language Arts), and artifacts produced as a result of test administration, are secure test materials.</p>
North Carolina	<p>Storage and handling of AA-AAS: At the individual school, the principal shall account for all test materials received. The principal shall store test materials in a secure locked area except when in use. Any discrepancies are to be reported to the school system test coordinator immediately, and a report must be filed with the RAC [regional accountability coordinators].</p>
Ohio	<p>Security of assessment and materials: The AASWD is subject to the same considerations in terms of test security and ethical practices as Ohio’s general assessments. Because the AASWD is not an on-demand paper-and-pencil test, the application of these considerations is somewhat different than that for the general assessments. Empty Collection of Evidence (COE) binders, Collection of Evidence Student Answer Documents (COESADs) and other ancillary materials are not considered secure test materials. However, once entries are completed and included in the COE for scoring, they are considered secure testing responses. Completed COEs must be treated as secure testing materials. Retaining copies of secure test responses is prohibited under Ohio Administrative and Revised Code.</p>
Oklahoma	<p>Access to assessment and materials: Test Administrators must maintain confidentiality of student information and evidence by using a drive inaccessible to people who do not have authorization to access the files.</p>

Oregon	<p>Security of assessment and materials: The Extended Assessment is a secure assessment and cannot be sent via mail or made accessible via a non-secure server.</p> <p>Access to assessment and materials: Only authorized district personnel are allowed to download, distribute, and/or enter student data for the Extended Assessments. Authorized personnel include District Test Coordinators as well as individuals trained in the Extended Assessments who also have the appropriate permissions (e.g., Qualified Trainers and Qualified Assessors) and security clearance on file at the district office.</p>
Rhode Island	<p>Security of assessment and materials: The RIAA is a state assessment and should be treated as such. This means district and school administrators have the responsibility to: develop policies regarding who can see a student’s datafolio. Information and data entered into ProFile is confidential and is to be treated as secure and subject to applicable FERPA guidelines.</p> <p>Access to assessment and materials: The RIAA is a state assessment and should be treated as such. This means district and school administrators have the responsibility to: develop policies regarding who can see a student’s datafolio. Information and data entered into ProFile is confidential and is to be treated as secure and subject to applicable FERPA guidelines.</p>
South Carolina	<p>Security of assessment and materials: Each local school board must develop and adopt a district test security policy. The policy must provide for the security of the materials during testing and the storage of all secure tests and test materials before, during, and after testing.</p> <p>Storage and handling of AA-AAS: Before and after testing, all materials must be stored at a location(s) in the district under lock and key.</p>
South Dakota	<p>Security of assessment and materials: Test Security: All South Dakota State Test of Educational Progress (DSTEP) and South Dakota State Test of Educational Progress Alternate Assessments (DSTEP-A) testing materials are confidential and must not be reviewed except to the extent necessary for test administration. Teacher/examiners must ensure the confidentiality of the testing materials under their control and take no actions that review, record, or release the content of the tests. All testing materials are confidential and secure. No part of any test material may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or placement in any information storage and retrieval system.</p> <p>Storage and handling of AA-AAS: Dakota STEP-A test materials must be kept in a locked secure location before, during, and after testing sessions. Upon completion of testing, all scorable documents and test materials are to be collected and returned to Pearson.</p>

Tennessee	<p>Security of assessment and materials: The Teacher/instructor will: Apply the same confidentiality to the portfolio process as is granted to all other TCAP Test administrations.</p> <p>Storage and handling of AA-AAS: Restrict handling of test materials to authorized personnel at all times.</p> <p>Access to assessment and materials: The Teacher/Instructor will: Share information included in the portfolio with authorized persons only.</p>
Texas	<p>Access to assessment and materials: The STAAR Alternate standardized assessment tasks and resources are posted to TEA's STAAR Alternate Resources webpage and are not considered secure. However, student assessment information used or obtained during STAAR Alternate administrations as documented in notes or on the state-required STAAR Alternate Documentation Form of Student Performance is confidential.</p>
Virginia	<p>Security of assessment and materials: The VAAP is a part of the Virginia Accountability System and inappropriate administration of this assessment is subject to the same consequences and repercussions as violations of test security for the Standards of Learning assessments.</p>
West Virginia	<p>Security of assessment and materials: APTA is to be handled as a secure test and must be administered following the professional practices stated in the WV-MAP. No secure test materials, questions or student responses shall be retained, reproduced, paraphrased, or discussed in any manner. When breaks are provided, close the test booklet and secure all test materials.</p> <p>Storage and handling of AA-AAS: Secure test materials in a school must be stored in locked and secured central location(s) prior to and following each daily testing session. Secure test materials are to be stored in the building prior to and after testing in accordance to the test administration guidelines of each assessment. Testing, including make-ups, must occur during the testing window. Access to test booklets and answer sheets shall be restricted to the State scheduled dates of test administration. Collect test booklet at the end of each testing session and return it promptly to the principal/building level coordinator.</p> <p>Other: In the case of test booklet contamination by student bodily fluids, the CTC should be contacted immediately. The student's responses will be transferred to a new booklet by the examiner or scribe. The damaged booklet will be returned to the CTC for destruction.</p>
Wisconsin	<p>Security of assessment and materials: The Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) Test Books and student Answer Documents must be kept secure. Manipulatives or assistive devices that provide clues to the content of the test should also be kept secure. Destroy manipulatives and delete programming on any assistive device following test administration. Test security is the responsibility of the entire school community. Students must not be exposed to test content before the actual testing. If students have prior knowledge of test content, results of testing can give a deceptive picture.</p> <p>Storage and handling of AA-AAS: Test materials must be kept in a locked storage cabinet or area before and after all testing sessions.</p>

Wyoming	<p>Security of assessment and materials: All PAWS–ALT and SAWS–ALT test materials are secure documents and must remain in a secure environment before, during, and after the administration. Upon completion of testing, all PAWS–ALT and SAWS–ALT test materials must be returned to ETS.</p> <p>Storage and handling of AA-AAS: Keep all test materials in a locked drawer or cabinet when not being handled by a Building Test Coordinator or Test Administrator; limit access to test materials only to persons involved in the test administration process; and account for test materials before, during, and after the test administration. Do not share test materials with colleagues who will not administer the assessment; move materials from one building to another; or retain any test materials after the administration.</p> <p>Access to assessment and materials: Do limit access to test materials only to persons involved in the test administration process. Do not share test materials with colleagues who will not administer the assessment.</p>
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Table B5a. Accommodations in Test Security Policies

State	Human Reader	Audio-taped Administration	Text to Speech	Speech to Text	Transcription and Scribing	Large Print	Magnification	Braille	Sign Language Interpretation
Alabama					X				X
Alaska	X				X				
Arizona					X	X		X	
Arkansas	X				X	X		X	
California									
Colorado			X		X	X	X	X	
Connecticut			X			X		X	
Delaware					X	X		X	X
District of Columbia			X		X		X	X	
Florida			X					X	X
Georgia	X					X		X	X
Hawaii					X			X	X
Idaho	X		X			X		X	
Illinois	X				X			X	
Indiana	X		X	X	X		X	X	X
Iowa	X					X		X	X
Kansas	X				X				X
Kentucky	X				X				X
Louisiana	X					X		X	X
Maine	X				X	X		X	X
Maryland						X		X	
Massachusetts	X			X	X	X		X	X
Michigan					X	X		X	
Minnesota					X			X	X
Mississippi	X				X				
Missouri	X				X	X		X	
Montana									
Nebraska	X				X	X		X	X
Nevada				X					
New Hampshire	X					X		X	X
New Jersey	X					X		X	X
New Mexico									
New York	X					X		X	
North Carolina	X			X	X	X		X	X
North Dakota					X				
Ohio		X			X		X	X	X

Table B5a. Accommodations in Test Security Policies (continued)

State	Human Reader	Audio-taped Administration	Text to Speech	Speech to Text	Transcription and Scribing	Large Print	Magnification	Braille	Sign Language Interpretation
Oklahoma	X				X	X		X	X
Oregon	X						X	X	X
Pennsylvania	X				X	X		X	X
Rhode Island	X					X		X	X
South Carolina		X			X	X		X	X
South Dakota	X		X		X	X		X	X
Tennessee	X				X			X	X
Texas	X				X				
Utah	X		X		X	X		X	X
Vermont	X					X		X	
Virginia	X		X		X	X		X	X
Washington			X	X	X	X		X	
West Virginia	X				X				X
Wisconsin	X				X				X
Wyoming	X				X				X
Total	32	2	10	5	34	28	5	37	30

Note: See Table B6 for specifications and descriptions.

Table B5b. Accommodations in Test Security Policies (continued)

State	Extended time	Multiple days	Calculator	Small group administration	Individual administration	Other
Alabama						
Alaska	X	X				
Arizona						X
Arkansas	X		X			X
California						X
Colorado					X	X
Connecticut						
Delaware						X
District of Columbia	X		X			
Florida		X			X	
Georgia	X		X	X	X	
Hawaii					X	
Idaho						
Illinois	X	X				
Indiana	X	X	X		X	
Iowa	X				X	
Kansas						X
Kentucky	X		X		X	X
Louisiana	X	X		X	X	X
Maine	X				X	
Maryland						
Massachusetts				X	X	
Michigan	X	X	X			
Minnesota						
Mississippi			X			
Missouri						
Montana						
Nebraska						
Nevada	X		X			
New Hampshire	X					
New Jersey	X					
New Mexico						X
New York			X			X
North Carolina	X		X	X	X	X
North Dakota						
Ohio	X					

Table B5b. Accommodations in Test Security Policies (continued)

State	Extended time	Multiple days	Calculator	Small group administration	Individual administration	Other
Oklahoma			X			
Oregon					X	X
Pennsylvania	X		X	X		
Rhode Island	X					
South Carolina	X	X				
South Dakota			X			
Tennessee			X			
Texas	X					
Utah						
Vermont	X	X		X	X	
Virginia	X	X				X
Washington		X				X
West Virginia					X	
Wisconsin					X	
Wyoming						
Total	22	10	14	6	15	14

Note: See Table B2 for specifications and descriptions.

Appendix B6. Specifications and Description: Accommodations in Test Security Policies

Note: AA-AAS = alternate assessment based on alternate achievement standards¹

Alabama	<p>Transcription and scribing: Test security can become an issue when a reading accommodation is provided, when someone other than the student is allowed to see the test (e.g., interpreter, scribe)</p> <p>Sign language interpretation: Test security can become an issue when a reading accommodation is provided, when someone other than the student is allowed to see the test (e.g., interpreter, scribe)</p>
Alaska	<p>Human reader: Ensure that no individual (including but not limited to other proctors, test administrators, teachers, parents/guardians, administrators) receives a copy of the test or learns of a specific test question or item, before the test date and time set by the commissioner, unless knowledge of the question or item is necessary for delivery of accommodations under 4 AAC 06.775. [4 AAC 06.765 (d)(7)]. Additionally, the proctor/test administrator must not cue or prompt student responses.</p> <p>Transcription and scribing: Have student orally say how he or she wants the sentence to read, completing the full sentence (scribe should be familiar to the student). 2. After student has completed the sentence, paragraph, or passage (this depends on individual student ability and need to retain thought process) have student spell key words (e.g. nouns, verbs, etc.) in the sentence. 3. The scribe should record verbatim the words, punctuation, and spelling provided by the student. 4. After the student has spelled the words, the student may look at the writing and complete the punctuation. The student may make additional spelling corrections while completing the punctuation process. 5. Allow student to review and approve what scribe has written. If necessary, the student can request the scribe to read aloud the completed text before final approval.</p> <p>Extended time: Flexible Scheduling Security Procedures for All Assessments: Test administrators must document how security will be maintained (i.e., testing location, testing dates, pages to be completed, and storage procedures to maintain security).</p> <p>Multiple days: Special arrangements may be needed to accommodate testing over several days. The student will need a secure space for testing.</p>

Arizona	<p>Transcription and scribing: Students who used certain standard accommodations (marked answers in their test book rather than in an answer document, recorded or dictated their multiple-choice answers to a scribe, or used assistive technology) must have their responses transferred to a standard answer document (or Grade 3 test book). Any original written student responses not in a standard answer document (or Grade 3 test book), such as a Grade 4–8 test book with answers marked or a large print test book/answer document, are to be returned with the school’s nonscorable test materials. Any adult transcription of student’s dictated responses not in a standard answer document is to be returned with the school’s nonscorable test materials. Any tape recording of the student’s responses is to be erased.</p> <p>Large print: The Test Coordinator, Test Administrator, Proctor, or other designated school personnel must transfer the student’s response in the large print AIMS answer document to the student’s standard AIMS answer document. The transferred response must be handwritten in No. 2 pencil exactly as produced by the student, without changing spelling, punctuation, word choice, or any other aspect of the student’s response.</p> <p>Braille: Students who tested using a Braille version or large-print version of the answer document must have their responses transferred to a standard answer document (or Grade 3 test book).</p> <p>Other: Audio/Video Taped Response-Any tape recording of the student’s responses is to be erased.</p>
Arkansas	<p>Human reader: The Read-aloud form should be administered to all students receiving this accommodation. No other form may be used to provide a Read-aloud accommodation. Large Print, Braille, and Read-aloud test booklets will be included in the school shipment of materials. Separate Test Booklet Security Forms for each of these forms, as well as separate forms for Read-aloud Test Administrator’s test booklets for grades 3–8, will also be provided in the school shipment of materials.</p> <p>Transcription and scribing: In certain cases, a student’s response to test questions will require recording (i.e., a teacher records the student’s verbal responses and places them into his/her answer document or consumable test booklet) or transcription (i.e., the responses must be coded or written in the student’s answer document or consumable test booklet by someone other than the student). In those cases where a student’s responses to test questions require recording or transcription (e.g., Large Print, Braille, or other approved accommodations), the recording or transcription needs to be done by a teacher or administrator who is currently licensed by the Arkansas Department of Education and must occur within the district, prior to the shipment of materials to Questar. If the recording or transcription does not occur within the district, the student’s responses will be treated as nonscoreable or “not taken” by the contractor.</p>

<p>Arkansas (continued)</p>	<p>Large print: Large Print, Braille, and Read-aloud test booklets will be included in the school shipment of materials. Separate Test Booklet Security Forms for each of these forms, as well as separate forms for Read-aloud Test Administrator’s test booklets for grades 3–8, will also be provided in the school shipment of materials.</p> <p>Braille: Large Print, Braille, and Read-aloud test booklets will be included in the school shipment of materials. Separate Test Booklet Security Forms for each of these forms, as well as separate forms for Read-aloud Test Administrator’s test booklets for grades 3–8, will also be provided in the school shipment of materials.</p> <p>Extended time: Extended testing time is an allowable accommodation for Special Education, 504, and LEP students, if stated in their IEP, 504 Plan, or LPAC Plan, respectively, and used on a regular basis in the classroom.</p> <p>Calculator: Within the Augmented Benchmark Examinations and The Iowa Tests at grade 9, most mathematics sessions permit calculator use. However, during certain sessions, calculators may not be used. Calculators may not be used on the science portions of the Augmented Benchmark Examinations or on The Iowa Tests at grades 1 and 2.</p> <p>Other: Scratch paper: No scratch paper may be provided for students in grades 3–9 (the use of scratch paper is a breach of security).</p>
<p>California</p>	<p>Other: Breaks as needed: Each test part must be administered in a single sitting with no breaks unless the student has an IEP or Section 504 plan that allows for breaks as a testing accommodation or the student is an English learner who is eligible for breaks as a testing variation.</p>
<p>Colorado</p>	<p>Text to speech: Assistive technology may not be used to read the reading passages to students as this invalidates the construct of the reading assessment.</p> <p>Transcription and scribing: Transcribing occurs after the administration of a test, when either the student provided answers to multiple choice and/or constructed response items in an alternate format (e.g., Braille, large print, typed pages), or the original test booklet for a student is unscorable (e.g., pages are severely torn).</p> <p><i>AA-AAS: C Alt is an individually administered assessment in which the test examiner scores student responses at the time of the assessment. Students do not write or bubble in answers for reading, mathematics, or science. Using a scribe for the writing sessions invalidates the construct of the assessment.</i></p> <p>Large print: Transcribing occurs after the administration of a test, when either the student provided answers to multiple choice and/or constructed response items in an alternate format (e.g., Braille, large print, typed pages), or the original test booklet for a student is unscorable (e.g., pages are severely torn).</p>

<p>Colorado (continued)</p>	<p>Magnification: Low vision devices may not store images of secure test materials.</p> <p>Braille: Transcribing occurs after the administration of a test, when either the student provided answers to multiple choice and/or constructed response items in an alternate format (e.g., Braille, large print, typed pages), or the original test booklet for a student is unscorable (e.g., pages are severely torn).</p> <p><i>AA-AAS: Test examiners will need to have access to the testing materials prior to administration to braille the answer choices and reading passages, and to make needed accommodations for tactile graphics. Instructions for early access to assessment materials may be found in the Colorado Student Assessment System Procedures Manual. DACs may access electronic student materials through CTB navigator secure file sharing.</i></p> <p>Individual administration: AA-AAS: Multiple students may not be in the testing environment at the same time. The location must be a secure and safe environment that is monitored while the assessment is being given. Each building must have a testing schedule which includes the necessary accommodations for individual students on testing day. These schedules must plan for test security concerns related to students on unique testing schedules. Students on a unique testing schedule, due to an accommodated session, may not inter-mingle with peers who are on a different schedule. School personnel must take this into consideration as they plan schedules for test days. Additionally, each building is likely to need separate testing environments for the administration of some accommodations.</p> <p>Other: Assistive technology—Additional considerations for test security must be applied when students are using assistive technology.</p> <p><i>AA-AAS: Assistive technology devices with assessment-specific answer choices and student responses on them are secure test materials until the secure test information is removed from the device. For personal communication devices, a “hidden” page accessible only by the test examiner can be considered secure but must be removed at the end of testing.</i></p> <p><i>Manipulatives: Reproduction of answer choices and task manipulatives is only permitted for individualized accommodations. These reproductions are secure testing materials and must be returned to the SAC after production and administration.</i></p>
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Connecticut	<p>Text to speech:</p> <p><i>Alternate assessment based on modified achievement standards (AA-MAS): The Text Reader function provides most of the administration directions. Students identified for the Text Reader for Test Items (including Directions) accommodation (available for the standard and MAS Mathematics, Editing & Revising, and Science tests) are required to use the MIST application to submit responses to a test. The Text Reader reads aloud text that is displayed on the computer screen. If multiple students are assessed in the same setting, each student must have a set of headphones to hear the audible text.</i></p> <p>Large print: If students bubble their responses to multiple-choice and grid items in the Large Print test booklet, the Test Coordinator or the test examiner/teacher must transfer these responses to a regular, scannable test booklet. Students should either respond to the open-ended items in the Large Print or regular, scannable test booklet, or use a word processor. Do not transcribe any responses to open-ended items.</p> <p>Braille: If students Braille their responses to the CMT, the District Test Coordinator or test examiner/teacher must transfer their responses to multiple-choice and grid items to a regular, scannable test booklet. Student responses to open-ended items must be transcribed verbatim into a regular, scannable test booklet by the test examiner/teacher. The responses may also be typed.</p>
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<p>Delaware</p>	<p>Text to speech: Headphones will be needed by students who are using the text-to-speech feature (in which the computer reads aloud portions of the test).</p> <p>Transcription and scribing: Scribe may NOT suggest edits to the student or influence the editing in any way except spelling and capitalization.</p> <p>Large print: In most cases, it is never appropriate for district or school personnel to photocopy or duplicate test materials in any way or for any purpose. However, in order to provide certain accommodations, it is sometimes necessary for school personnel to create overhead slides of test questions or passages or to create enlarged images of test questions or passage. Once these copies are created, they should be treated with the same care that all secure test materials are afforded. After administering the test, the test administrator and school test coordinator must ensure that all such materials are shredded.</p> <p>Braille: Braille and paper versions are still used in some cases and some students are permitted to printout questions and/or reading passages during the test. Measures must be taken to ensure that paper versions of the test are handled securely and printouts created during the test are shredded immediately following the test session.</p> <p>Sign language interpretation: An ASL translator can review test materials up to four days prior to test administration under secure conditions supervised by the school test coordinator in order to prepare accurate interpretations of test materials (optional but preferred). Before a test the interpreter must:</p> <ul style="list-style-type: none"> • Will complete DCAS Test Administrator Training and sign all necessary forms if he is serving as Test Administrator AND English-to-ASL translator. • Will not be required to complete DCAS Test Administrator Training but will sign all necessary forms if he is serving only as English-to-ASL translator. • Become familiar with the test instructions and the terminology used in the test. • Review the Test Security Policy in the DCAS Test Administration Manual. <p>Other: Paper versions: Paper versions of the test are still used in some cases and some students are permitted to printout questions and/or reading passages during the test. Measures must be taken to ensure that paper versions of the test are handled securely and printouts created during the test are shredded immediately following the test session.</p> <p><i>AA-AAS: Breaks— Students may not remove any of the secure assessment material from the room during their breaks.</i></p>
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<p>District of Columbia</p>	<p>Transcription and scribing: For the DC CAS, the scribe is a trained and experienced individual who is familiar with the content and vocabulary of the content. The scribe must not edit or alter student work in any way and must record word for word exactly what the student has dictated. Scribes may request clarification from the student about the use of capitalization, punctuation, and spelling key words, and must allow the student to review and edit what the scribe has written. A scribe records while the student is dictating and edits in front of the student. Scribes should be trained and review all DC CAS test security practices.</p> <p><i>AA-AAS: Scribes should be familiar persons who are typically responsible for recording student work during regular instruction. For students who are deaf, the scribe must be fluent in receptive and expressive sign language.</i></p> <p>Magnification: Using magnification devices may slow down the process of testing, extended time will frequently be required.</p> <p>Braille: Braille material usage is often a slower process and may require extended time. This should be planned for prior to testing.</p> <p>Extended time: Plan ahead for those that need extended time. Consider whether they should be in another setting or if there a way to remove other students who have completed the assessment. For security purposes, testing sessions should be completed in one session, even though extended.</p> <p>Calculator: For students receiving special education services and hold a current IEP stipulating the use of a calculator, a calculator will be allowed in accordance with the testing directions provided by the test publisher.</p>
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<p>Florida</p>	<p>Text to speech: A student who requires oral presentation may use the screen reader provided as an accommodated CBT form for mathematics and science tests. Students using the screen reader will need headphones or should be tested in an individual setting to prevent disturbing other students.</p> <p>Braille: Students who are using a braille version of the test must have a test administrator who is fluent in braille, such as a teacher of the visually impaired. Modified scripts for administration of braille versions are provided with the braille test materials. Students who are visually impaired can have braille reference sheets for the mathematics and science tests if they take an accommodated form of the test on the computer.</p> <p style="text-align: center;"><i>AA-AAS: For students who are blind, the Braille/Tactile Graphic version of the Florida Alternate Assessment is available if Braille/Tactile Graphics are used regularly by the student.</i></p> <p>Sign language interpretation: Sign language presentation may be provided for all directions and test items and answer choices on mathematics and science tests. Test items may not be reworded, summarized, or simplified. When providing answer choices, the test administrator must be careful not to use language that might lead a student to the correct/incorrect responses.</p> <p>Multiple days: Students with disabilities who require extended time beyond one school day per session will need to use a paper-based test.</p> <p>Individual test administration: Students using the screen reader will need headphones or should be tested in an individual setting to prevent disturbing other students.</p>
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<p>Georgia</p>	<p>Human reader: Test items may only be read aloud to students if this accommodation is clearly specified in their IEP, IAP, or EL/TPC Plan. Test items may not be explained, translated, or interpreted. The read-aloud accommodation is not a substitute for the student interacting with the text; rather, it is simply a means of facilitating the student's access to the test. Therefore, the student should read along as the test items are being read.</p> <p>Large print: Students who use the Large-Print version should record their answers directly on the Large-Print test book by circling the letters for their selected answers, writing their responses, or using a similar marking system. The Test Examiner must then transcribe the student's responses onto a standard Form 1 Student Answer Sheet exactly as they appear in the Large-Print test book. Because extra time may be needed for administering the Large-Print version, it is recommended that students be tested individually or in a small-group setting.</p> <p>Braille: Students taking the Braille version should be tested individually or in a group with other students taking the same version, because the scripted instructions for the Braille version may not be the same as the instructions for the standard and Large-Print versions.</p> <p>Sign language interpretation: If allowed to sign test items and prompts, interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words, intent of test questions, or responses to test items.</p> <p>Extended time: Timed tests usually require students to request a fairly specific amount of extra time. Decisions should be made on a case-by-case basis, keeping in mind the type of accommodations being provided, the disability involved, and the type of test. For example, if a reader or scribe is used, double time may be appropriate. Specifying unlimited time is not appropriate or feasible.</p> <p>Calculator: Unless specified by a student's IEP, calculators are not allowed on the Mathematics test.</p> <p>Small group administration: Because extra time may be needed for administering the Large-Print version, it is recommended that students be tested individually or in a small-group setting.</p> <p>Individual administration: Because extra time may be needed for administering the Large-Print version, it is recommended that students be tested individually or in a small-group setting.</p>
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Hawaii	<p>Transcription and scribing: Having a scribe record the responses for a student who has an orthopedic-related impairment in the online testing system in an individual setting. The scribe must be a qualified Test Administrator.</p> <p>Braille: The adaptive Online Hawai'i State Reading, Math, and Science Assessments will be available to students who use Braille during the online testing window October 15, 2012-May 17, 2013. These students will have up to three opportunities to take each content area assessment during the testing window using customized technology and administration procedures.</p> <p>Sign Language Interpretation: Having an on-site interpreter who meets the Test Administrator requirements sign only the verbal directions in American Sign Language before a student logs into the system to take the Reading, Math, and Science Assessment. Interpreter may also sign one Math or Science test question, along with its answer options, at a time if the students ask for assistance. Videotaped sign language directions will not be provided.</p> <p>Individual test administration: Having a scribe record the responses for a student who has an orthopedic-related impairment in the online testing system in an individual setting.</p>
Idaho	<p>Human reader: Reading the reading test will invalidate the test.</p> <p>Text to speech: Coding the student in the SEF File will activate an audio accommodation for a student who's IEPs allow for science, mathematics and language usage tests to be read aloud to the student.</p> <p>Large print: For students who have accommodated versions (audio, braille, large print, pencil/paper), the test coordinator must verify accommodation with their Special Education Director/Teacher. Administering the incorrect accommodated version will result in an invalid test.</p> <p>Braille: For students who have accommodated versions (audio, braille, large print, pencil/paper), the test coordinator must verify accommodation with their Special Education Director/Teacher. Administering the incorrect accommodated version will result in an invalid test. No student scores will be reported on invalid tests and the student will not count as having participated in that particular assessment.</p>

<p>Illinois</p>	<p>Human reader: At any given grade all students in a school must complete the same regularly-scheduled test session(s) by the end of a given school day. This requirement does not apply to students who receive accommodations that require additional time (e.g., reader scripts or Braille formats) or who simply receive extended time as a test accommodation.</p> <p>Transcription and scribing: Responses must be scribed verbatim. The scribe may write using standard English capitalization and punctuation. The test-taker must not be prompted, reminded, or otherwise assisted in formulating his/her response during or after the dictation. The scribe may ask the test-taker to pause, slow down, repeat or speak more clearly. Such request must not be communicated in a manner suggesting that the student makes a change or correction.</p> <p>Braille: At any given grade all students in a school must complete the same regularly-scheduled test session(s) by the end of a given school day. This requirement does not apply to students who receive accommodations that require additional time (e.g., reader scripts or Braille formats) or who simply receive extended time as a test accommodation.</p> <p>Extended time: At any given grade all students in a school must complete the same regularly-scheduled test session(s) by the end of a given school day. This requirement does not apply to students who receive accommodations that require additional time (e.g., reader scripts or Braille formats) or who simply receive extended time as a test accommodation.</p> <p>Multiple days: At any given grade all students in a school must complete the same regularly-scheduled test session(s) by the end of a given school day. This requirement does not apply to students who receive accommodations that require additional time (e.g., reader scripts or Braille formats) or who simply receive extended time as a test accommodation.</p>
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<p>Indiana</p>	<p>Human reader: The reading comprehension questions may not be presented orally, nor may any question where oral presentation is noted as being prohibited.</p> <p>Text to speech: Test security agreement: I will adhere to the parameters that apply to the use of assistive technology and document all applicable assistive technology to ensure the accuracy of student responses.</p> <p>Speech to text: Test security agreement: I will adhere to the parameters that apply to the use of assistive technology and document all applicable assistive technology to ensure the accuracy of student responses.</p> <p>Transcription and scribing: When a student's educational plan indicates that a response is to be scribed, the test administration must be conducted one-on-one so as not to interfere with the standardized testing of other students.</p> <p>Magnification: Student allowed to use assistive technology to magnify/enlarge. The actual test booklet may not be copied or enlarged.</p> <p>Braille: The student's name must appear on every Braille page submitted for scoring.</p> <p>Sign language interpretation: Student should be familiar with interpreter. Interpreter may only sign verbatim what is being stated by the test administrator. Parents are not allowed to serve as the educational interpreter. Reading comprehension questions may not be signed to the student under any circumstances. While the interpreter or proctor may be used to reading the questions verbatim, the test directions must be provided by a licensed teacher (also the test administrator).</p> <p>Extended time: Extended time is allowed. A test session cannot extend beyond an instructional day.</p> <p>Multiple days: A test session cannot extend beyond an instructional day.</p> <p>Calculator: The student must be provided with the type of calculator used on a routine basis. The student is still required to write out the steps used to solve the problem. Written work must be submitted along with the test booklet and processed for scoring.</p> <p>Individual administration: When a student's educational plan indicates that a response is to be scribed, the test administration must be conducted one-on-one so as not to interfere with the standardized testing of other students.</p>
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Iowa	<p>Human reader: Under no circumstances should the Reading test be read aloud or signed to a student as an accommodation. To do so would drastically change what the test measures and what the student's score means. Test administrators should read all or part of other tests aloud when the student's IEP specifies this as an accommodation.</p> <p>Large print: Students with visual impairments may benefit from the use of a large print version of the test. Follow these instructions when using the large-print edition in conjunction with the online test. Determine how students will record their answers. Students may mark directly in the large-print booklet with a pencil, pen, or crayon. Later, the test administrator can transfer the responses to the online test. A school staff member should verify the transfer. Students may be tested individually and may give oral responses to the test administrator. The test administrator will record the student responses directly in the online test.</p> <p>Braille: For Braille Edition test-takers, accurately transfer student answers to a machine-scorable answer document. Mark the Braille bubble (oval) on the answer document.</p> <p>Sign language interpretation: Under no circumstances should the Reading test be read aloud or signed to a student as an accommodation. To do so would drastically change what the test measures and what the student's score means. Test administrators should read all or part of other tests aloud when the student's IEP specifies this as an accommodation.</p> <p>Extended time: All time limits given in the Directions for Administration should be adhered to strictly (except in the case of an accommodation for an individual student that calls for extended time). Some students may need extra time to reduce the effect of a slow work rate on their test performance. Students who have attention disorders or need help with word identification or reading are examples. Guidance from the student's IEP should be followed when extended time is needed.</p> <p>Individual administration: Students using the large print edition may be tested individually and may give oral responses to the test administrator. The test administrator will record the student responses directly in the online test.</p>
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<p>Kansas</p>	<p>Human reader: Read-aloud scripts are not to be distributed to readers more than 24 hours prior to the assessments. The read-aloud scripts should never be taken out of the building. In order to use the read-aloud accommodation on the state assessment, the student must have the read-aloud accommodation provided in the classroom on a regular basis (i.e., as an on-going practice for both classroom instruction and classroom assessments/tests). If reading passages to a student on the state reading assessment is allowed on the student’s plan, the student will then be counted as “not participating.”</p> <p>Transcription and scribing: A scribe may not edit or alter student work in any way, and must record word-for-word exactly what the student has dictated. Scribes should request clarification from the student about the use of capitalization, punctuation, and spelling key words, and must allow the student to review and edit what the scribe has written. Individuals who serve as a scribe need to carefully prepare to assure they know the vocabulary involved and understand the boundaries of the assistance to be provided. The role of the scribe is to write what is dictated; no more and no less.</p> <p>Sign language interpretation: Interpreters need to be able to translate in the same method of sign language typically used by the student. Interpreters must not paraphrase, clarify, elaborate, or provide assistance with the meaning of words, intent of test questions, or responses to test items. Graphic materials may be described, but should also be available in print or tactile formats.</p> <p>Other: Manipulatives that are routinely used in the classroom may be used by the student on the Kansas Assessments.</p>
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Kentucky	<p>Human reader: Accommodated Materials Available for EXPLORE Testing. For students with a documented disability who are unable to access the reading assessment without the use of a Reader, the district may apply to the Kentucky Department of Education (KDE) for a waiver to be allowed to utilize the read aloud accommodation not otherwise permitted in this regulation. The “reader” shall: read the directions as written; re-read the directions only if specifically requested by the student; not use or provide additional information or directions that may lead the student to specific information needed to answer; and not point out parts of the task, questions, or parts skipped by the student.</p> <p>Transcription and scribing: The use of a scribe during the state-required assessment shall be limited to the following conditions: a student has a verified disability as documented in the 504 Plan that impacts written expression to a degree that the student’s performance is significantly and consistently below the same age peers; a student is unable to translate thoughts into written language and is not able to print, use cursive techniques, or use technology; or a student is able to translate thoughts into written language but is not able to print, use cursive techniques or use technology. A “scribe” shall: record what the student dictates word for word; format, capitalize and punctuate the student’s writing as directed by the student; give the written product to the student to edit or revise; and not alter, edit or revise a student’s own ideas, revisions or edits.</p> <p>Sign language interpretation: The role of the interpreter during the state-required assessment shall be limited to the following: Shall not indicate correct answers to test items. Shall not define words for the student, provide content or teach vocabulary or concepts.</p> <p>Sign language interpretation: The role of the interpreter during the state-required assessment shall be limited to the following: Shall not indicate correct answers to test items. Shall not define words for the student, provide content or teach vocabulary or concepts.</p>
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<p>Kentucky (continued)</p>	<p>Extended time: Extended time must be requested by the student. In order for the use of extended time to be allowed during the state-required assessment, the ARC shall have considered under what conditions a student will need extended time during instruction. Evaluation information and progress data shall support the need for extended time. The use of extended time on the state-required assessment shall be utilized as long as the student is demonstrating on-task efforts which allow the student to make progress on completing his/her assessment responses. Students will be allowed regular time, time and a half, or double time.</p> <p>Calculator: A calculator shall not impact the validity of the state-required assessment. Therefore in order for the use of a calculator to be allowed during the state required assessments, the 504 team shall have documentation of the disability's impact on mathematics calculation/reasoning and considered under what conditions a student will use a calculator on a routine basis during instruction. Evaluation information and progress data shall support the need for a calculator. A calculator shall not be used as a replacement for mathematics instruction or assistive technology. If the use of special equipment (e.g., talking calculators, electronic dictionaries) during the state-required assessment would influence the performance of another student, then the assessment shall be administered to the student in an alternative setting or with headphones.</p> <p>Individual administration: If school staff decides to administer the assessments to the student in a separate location, all standards for appropriate test administration and security shall be maintained.</p> <p>Other: <i>AA-AAS: Behavior management—If behavior modification strategies are not stipulated in a student's IEP or 504 Plan, they still may be implemented for a student who displays aggressive or disruptive behavior during testing. They shall be administered in the best interest of the student and other students who may be impacted by the behavior.</i></p>
<p>Louisiana</p>	<p>Human reader: Students receiving this accommodation must have been provided it in classroom assessment. The students must be tested individually or in a small group. These students should have the tests read aloud with the exception of the Reading and Responding session of the English Language Arts test (Phase 2), which cannot be read aloud. Do not read aloud the passages, introductions, items/questions, or answer options on this session of the test; however, the directions to the session, which appear in the test booklets in a box at the beginning of the session, should be read aloud. The tests must be read aloud exactly as written. When reading, the test administrator must exercise caution to void providing answers. It is a breach of test security to provide signs or cues that convey answers or to read aloud the Reading and Responding session, which results in an invalid score.</p>

<p>Louisiana (continued)</p>	<p>Large print: Unless otherwise specified, students who use the large-print edition mark their responses on the large-print test booklet. Unlike the standard print edition, students with this accommodation will receive test booklets for Phase 1, which will include pages for outlining and writing a rough draft. The test administrator must transfer all student responses to a scorable answer document, including the writing composition and responses to constructed response items. The test administrator should write “Transferred” on the top front cover of the large print test booklet, not on the answer document. Student responses not transferred to a scorable answer document will not be scored. The large-print test booklets must be returned with other nonscorable materials. Both Large Print and Transferred Answers must be coded as accommodations on the answer document. Do not photocopy the large-print test booklet.</p> <p>Braille: The test administrator must transfer all braille responses to a scorable answer document, including multiple-choice responses, responses with graphs, short and long written responses, and the writing composition. Both Braille and Transferred Answers must be coded as accommodations on the answer document. Student responses not transferred to a scorable answer document will not be scored. The scorable answer document should be returned to the School Test Coordinator with other used answer documents. Braille-written responses must be returned with the scorable answer document to which responses were transferred. Braille test booklets should be returned with other nonscorable materials.</p> <p>Sign language interpretation: A test administrator and/or interpreter who is fluent in the signing modality routinely used by a student should be available to repeat or clarify directions and sign the test with the exception of the passages, introductions, items/ questions, and answer options on the Reading and Responding session of the English Language Arts test (Phase 2), which cannot be signed or cued. A score obtained by signing a reading test would offer no information about a student’s reading ability and thus be invalid.</p>
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<p>Louisiana (continued)</p>	<p>Extended time: If testing is to be continued after an extended break or on another day, the test administrator must put a nonpermanent place marker, such as a sticky note, on the answer document where the student stopped testing and monitor the testing that follows to ensure that the student does not return to previously attempted items.</p> <p>Multiple days: These sessions must be completed within the scheduled testing dates for each phase, including makeup days. If testing is to be continued after an extended break or on another day, the test administrator must put a nonpermanent place marker, such as a sticky note, on the answer document where the student stopped testing and monitor the testing that follows to ensure that the student does not return to previously attempted items.</p> <p>Small group administration: Students who received the read aloud accommodation must be tested individually or in a small group.</p> <p>Individual administration: Students who received the read aloud accommodation must be tested individually or in a small group.</p> <p>Other: <i>AA-AAS: Symbol systems—If you are using one of the many symbol systems for students, you may translate LAA 1 tasks as needed. For security purposes, all translations must be returned to the School Test Coordinator upon completion of LAA 1.</i></p>
<p>Maine</p>	<p>Human reader: A reader may be used for a student whose inability to read would hinder performance on the mathematics, science, or writing test. Words must be read as written. Guidelines for reading mathematical symbols and numbers written as numerals must be followed.</p> <p>Transcription and scribing: A student may dictate answers to constructed-response or short answer questions to locally trained personnel or record oral answers in an individual setting so that other students will not benefit by hearing answers or be otherwise disturbed. Policies regarding recorded answers must be followed prior to returning test materials.</p> <p>Large print: Every Braille and large print version of the test comes with a standard answer booklet. A test administrator or authorized school personnel must transcribe the student's work into the accompanying answer booklet.</p> <p>Braille: Every Braille and large print version of the test comes with a standard answer booklet. A test administrator or authorized school personnel must transcribe the student's work into the accompanying answer booklet.</p> <p>Sign language interpretation: No translations (with the exception of signed language) or explanations are allowed. Trained personnel may use sign language to administer the test.</p> <p>Extended time: For all grades, schedule 90 minutes of uninterrupted time for administering each test session. Students who will need beyond 90 minutes must have an extended time accommodation determined prior to testing.</p> <p>Individual administration: A student may dictate answers to constructed-response or short answer questions to locally trained personnel or record oral answers in an individual setting so that other students will not benefit by hearing answers or be otherwise disturbed.</p>

<p>Maryland</p>	<p>Large print: Following testing, for both Large Print and Braille, an eligible Test Examiner must transcribe student responses into a regular Answer Book from the Accommodation Package. Student responses must be reproduced exactly as written or constructed by the student. Algebra/Data Analysis student responses that are constructed on grids or that include drawn figures must be transcribed to match the student's original work. Coordinate points on a student's large print or Braille test item grid must be transferred to match the corresponding coordinate points on the figure in the regular Answer Book. If the student response includes a figure that is not on a grid, the transcriber must transfer the student's work into the regular Answer Book so that the transcribed drawing is accurately proportionate to the student's original drawing.</p> <p>Braille: Following testing, for both Large Print and Braille, an eligible Test Examiner must transcribe student responses into a regular Answer Book from the Accommodation Package. Student responses must be reproduced exactly as written or constructed by the student. Algebra/Data Analysis student responses that are constructed on grids or that include drawn figures must be transcribed to match the student's original work. Coordinate points on a student's large print or Braille test item grid must be transferred to match the corresponding coordinate points on the figure in the regular Answer Book. If the student response includes a figure that is not on a grid, the transcriber must transfer the student's work into the regular Answer Book so that the transcribed drawing is accurately proportionate to the student's original drawing.</p>
<p>Massachusetts</p>	<p>Human reader: Test Administrator Reads Aloud the ELA Composition, Mathematics, or Biology Test to the Student. Test sessions must be read word for word, exactly as written. The test administrator may not provide assistance to the student regarding the meanings of words, intent of any test question, or responses to test questions. The test administrator should read with emphasis only when it is indicated by bold or italicized text. The test can be read aloud in one of the following ways, which must be specified in the IEP or 504 plan: The test administrator reads the entire test session word for word, exactly as written. OR The test administrator reads selected words, phrases, or sentences as directed by the student. The student points to the word, phrase, or sentence that he or she needs read aloud. The test must be administered in a separate setting, either individually or to a small group (2–5 students). Reading aloud the ELA Composition test may occur in groups of up to 10 students. No portion of the ELA Reading Comprehension test may be read aloud unless the accommodation is listed in the student's IEP or 504 plan.</p> <p>Speech to text: Test Administrator Scribes the ELA Reading Comprehension, Mathematics, or Biology Test; or Student Uses a Speech-to-Text Conversion Device: The student dictates or signs responses to a scribe or uses a speech-to-text conversion device to record responses. The test must be administered individually in a separate setting.</p>

<p>Massachusetts (continued)</p>	<p>Transcription and scribing: Test Administrator Scribes the ELA Reading Comprehension, Mathematics, or Biology Test; or Student Uses a Speech-to-Text Conversion Device: The student dictates or signs responses to a scribe or uses a speech-to-text conversion device to record responses. The test must be administered individually in a separate setting. The scribe must record the student's words into the student's answer booklet exactly as dictated and may not edit or alter the student's responses in any way. The scribe must allow the student to review and edit what has been scribed. Scribes may not type student responses.</p> <p>Large print: If applicable, verify that responses are transcribed completely and accurately into standard answer booklets for the following: students who used large-print answer booklets.</p> <p>Braille: Under secure conditions supervised by the principal, the Braille test administrator may review Braille test materials up to four days prior to test administration. Test materials may not be removed from the school. Test administrators for students with disabilities using Braille must sign an MCAS Nondisclosure Agreement prior to reviewing secure test materials. All answers must be either scribed or transcribed verbatim into the student's answer booklet in order for the student to receive credit for his or her work unless the student also has the typed response accommodation listed in his or her IEP or 504 plan.</p> <p>Sign language interpretation: Under secure conditions supervised by the principal, sign interpreters may review test materials up to four days prior to test administration. Test materials may not be removed from the school. The test sessions must be signed exactly as written, except in cases when doing so would reveal an answer to a test question. When use of a sign would visually define the concept being tested (e.g., the sign for parallel lines that demonstrates this concept visually), the term or concept must be finger-spelled. Interpreters may not provide assistance to students regarding the meanings of words, intent of any test question, or responses to test questions. The test must be administered in a separate setting, either individually, or to a small group (2–5 students).</p> <p>Small group administration: For students who receive the read aloud or sign language interpretation accommodation the test must be administered in a separate setting, either individually or to a small group (2–5 students). Reading aloud the ELA Composition test may occur in groups of up to 10 students.</p> <p>Individual administration: For students who receive the read aloud or sign language interpretation accommodation the test must be administered in a separate setting, either individually, or to a small group (2–5 students). The test must be administered individually for students who receive the scribe accommodation or use a Speech-to-Text Conversion Device.</p>
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Michigan	<p>Transcription and scribing: Students must tell the scribe specific instructions about punctuation, spelling, indentation, etc., for constructed-response questions. Spelling, punctuation, indentation, etc., must be transcribed exactly as it was in the student's original response. If a student uses a tape recorder or scribe as an assessment accommodation, a test administrator, proctor, or accommodations provider must transcribe the student's response onto a regular answer document that is returned along with other scorable materials.</p> <p>Large print: Students who use this accommodated version must have their answers transferred onto a regular answer document. If a student uses an enlarged print version as an assessment accommodation, a test administrator, proctor, or accommodations provider must transcribe the student's response from the enlarged print test booklet onto a regular answer document that is returned along with other scorable materials. Spelling, punctuation, indentation, etc., must be original response.</p> <p>Braille: The use of a Braillewriter is permissible. If a student uses a Braillewriter as an assessment accommodation, a test administrator, proctor, or accommodations provider must transcribe the student's response onto a regular answer document that is returned along with other scorable materials. Spelling, punctuation, indentation, etc., must be transcribed exactly as it was in the student's original response.</p> <p>Extended time: Students who qualify for extended time as an accommodation in their IEP, Section 504 Plan, or EL instruction documentation must begin the test on the initial test date and may have through the end of the test cycle if needed, to complete their testing. Extended time must be documented as an accommodation for students with an IEP, Section 504 Plan, or enrolled in EL instruction.</p> <p>Multiple days: Students who qualify for extended time as an accommodation in their IEP, Section 504 Plan, or EL instruction documentation must begin the test on the initial test date and may have through the end of the test cycle if needed, to complete their testing.</p> <p>Calculator: Mathematics tests may be administered so that students can share calculators across classrooms. Care should be taken to ensure security at the same grade level when parts of this test are administered at different times on the initial test date.</p>
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Minnesota	<p>Transcription and scribing: Scribes or staff transferring student responses must record student responses exactly into the answer document, Online Testing System or Data Entry Interface. Unethical Administration: Transcribe the essence of a student's response rather than the exact student response, including grammatical errors and incorrect responses, when scribing is the accommodation or when entering student responses in the Data Entry Interface from an accommodated test book.</p> <p>Braille: Under the supervision of the District or School Assessment Coordinator, a Test Monitor administering a Braille test may access the Test Administrator Notes and the corresponding test books up to 48 hours prior to the scheduled administration.</p> <p>Sign language interpretation: Under the supervision of the District or School Assessment Coordinator, someone preparing a translation or for a signed interpretation may read an assessment in advance.</p>
Mississippi	<p>Human reader: Access to test materials means handling the materials, not reviewing and analyzing test items, unless reading accommodations are required.</p> <p>Speech to text: The typed response must be erased from the assistive technology. The typed response must be considered secure material and shipped to the OSA.</p> <p>Transcription and scribing: This process (Tape record responses for later verbatim translation), if used, should be added as an addendum to the school test security plan. All persons (TA, Proctor, Scribe) involved in this process must sign Confidentiality Agreements;</p> <p>Calculator: School districts must outline in their District Test Security Plan the processes and/or procedures to be used to ensure the NO calculators used by students during a state assessment administration for the tests listed above have any stored formulas, applications, and/or programs. Students may use personal calculators. However, the District Test Security Plan must address the processes and/or procedures to be used to ensure that NO personal calculators used by the students during a state assessment administration have any stored formulas, applications, and/or programs. School districts will be given the authority to allow retesters who participated in the SATP2 Algebra I test administration prior to 2011-2012 to continue to use graphing calculators with formulas, applications, and/or programs.</p>

<p>Missouri</p>	<p>Human reader: Unethical testing practices include: changing the content by paraphrasing or offering additional information.</p> <p>Transcription and scribing: Any student’s test book that must be transcribed must be done so in a timely, secure manner.</p> <p>Large print: Student responses in Large Print edition test books must be transcribed into the regular test book that is included in the Large Print Kit in order for the students to receive appropriate Grade-Level Assessment scores. After the student responses are transcribed into a regular test book, the Large Print test books should be marked “Contents transcribed to a regular test book. DO NOT SCORE” and returned to CTB/McGraw-Hill with the unused/do-not-score testing materials.</p> <p>Braille: Student responses in Braille edition test books must be transcribed into the regular test book that is included in the Braille Kit in order for the students to receive appropriate Grade-Level Assessment scores. After the student responses are transcribed into a regular test book, the Braille edition test books should be marked “Contents transcribed to a regular test book. DO NOT SCORE” and returned to CTB/McGraw-Hill with the unused/do-not-score testing materials.</p>
<p>Nebraska</p>	<p>Human reader: Teachers, proctors, test administrators, or other district or school personnel may not read test items aloud, silently, to themselves, or to another individual or student group.</p> <p>Transcription and scribing: In a paper-and-pencil test, test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe).</p> <p>Large print: In a paper-and-pencil test, test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). In order to ensure test security and confidentiality, test administrators need to keep testing materials in a secure place to prevent unauthorized access, keep all test content confidential and refrain from sharing information or revealing test content with anyone, and return all materials as instructed.</p> <p>Braille: In a paper-and-pencil test, test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). In order to ensure test security and confidentiality, test administrators need to keep testing materials in a secure place to prevent unauthorized access, keep all test content confidential and refrain from sharing information or revealing test content with anyone, and return all materials as instructed.</p> <p>Sign language interpretation: In a paper-and-pencil test, test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe).</p>

Nevada	<p>Extended time: School Test Security Plans must include “Procedures for handling students who require additional time for testing.”</p> <p>Calculator: Calculators are only permitted if specified in a student’s IEP. Calculators (applies only to students with an IEP allowing calculator use) must be free-standing, basic four-function or scientific calculators ONLY. Graphing and programmable features are PROHIBITED. Calculators that require an electrical outlet, use paper tape, have sound capability, or have typewriter-style keypads are PROHIBITED.</p>
New Hampshire	<p>Human reader: A reader may be used for a student whose inability to read would hinder performance on the mathematics, science, or writing test. Words must be read as written. Guidelines for reading mathematical symbols and numbers written as numerals must be followed.</p> <p>Large print: Every large print version of the test comes with a standard answer booklet. A test administrator or authorized school personnel must transcribe the student’s work into the accompanying answer booklet. Any student work that is not recorded in the answer booklet will not be scored.</p> <p>Braille: Every Braille version of the test comes with a standard answer booklet. A test administrator or authorized school personnel must transcribe the student’s work into the accompanying answer booklet. Any student work that is not recorded in the answer booklet will not be scored.</p> <p>Sign language interpretation: No translations (with the exception of signed language) or explanations are allowed. Trained personnel may use sign language to administer the test.</p> <p>Extended time: For all grades, schedule 90 minutes of uninterrupted time for administering each test session. Students who will need beyond 90 minutes must have an extended time accommodation determined prior to testing.</p>
New Jersey	<p>Human reader: Examiners administering the test to students who are allowed to have the test read to them per an IEP or 504 plan, must never read a reading passage to a student. Read aloud directions for SE and 504 students receiving test modifications and accommodations must be modified as appropriate. Test examiners who read test items aloud to students per their IEP or Section 504 plan, and educational interpreters for students with hearing loss who will interpret test items and directions, must complete and sign a New Jersey Department of Education Security and Confidentiality Agreement.</p>

<p>New Jersey (continued)</p>	<p>Large print: Use ONLY the test materials included in the shrink-wrapped braille or large-print test kit. Do not use any materials from the regular test material shipment in the administration of the braille or large-print tests. Also, do not use any test materials from a braille or large-print test kit for administering a regular test. Braille and large-print forms may be different from the regular forms shipped to your school and therefore, answer folders/test booklets may not be compatible. For this reason, regular and braille or large-print materials may not be interchanged. Specific instructions for administering the braille and large-print versions of the test will be included in the shipment of these test materials.</p> <p>Braille: Use ONLY the test materials included in the shrink-wrapped braille or large-print test kit. Do not use any materials from the regular test material shipment in the administration of the braille or large-print tests. Also, do not use any test materials from a braille or large-print test kit for administering a regular test. Braille and large-print forms may be different from the regular forms shipped to your school and therefore, answer folders/test booklets may not be compatible. For this reason, regular and braille or large-print materials may not be interchanged. Specific instructions for administering the braille and large-print versions of the test will be included in the shipment of these test materials.</p> <p>Sign language interpretation: The following New Jersey Department of Education Security and Confidentiality Agreement is to be used by test examiners who will read the test items aloud to the students as per the Examiner Manual or the students' IEP or Section 504 plan and educational interpreters for students with hearing loss who will interpret the test items and directions. ONLY interpreters for the hearing impaired may have the test booklet one to two hours prior to the start of the test for the purpose of review in order to ensure that they translate the test items correctly.</p>
<p>New Mexico</p>	<p>Other: In a few special situations, students need to access secure assessment materials outside of traditional testing schedules. Examples of these circumstances include the following: Completing test sections in alternative settings with additional testing time.</p>
<p>New York</p>	<p>Human reader: The regular exam booklet should be used when a proctor reads an exam to a student with a disability. The principal should provide the proctor with an exam booklet no earlier than one hour in advance of the required starting time so that the proctor can become familiar with the exam questions before reading them to the student.</p>

<p>New York (continued)</p>	<p>In cases where test questions are to be read, the entire test must be read, including reading passages, open-ended and multiple-choice questions. The test must be read in a neutral manner, without intonation or emphasis, and without otherwise drawing attention to key words or phrases. Passages and questions must be read word for word, without any clarification or explanation. However, such content may be read more than once.</p> <p>Large print: In general, large-type exams should be administered in the same way as regular exams. Large-type exams are exact reproductions (enlarged 136%) of the regular exams. They have the same directions, questions, etc., as the regular exams. They may be administered in the same room at the same time and with the same directions as those used for the regular exams. Schools should limit all requests for large-type editions to the exact quantities needed for students requiring this accommodation, that is, students who are actually provided instructional materials (e.g., textbooks), locally developed tests, etc., in large-type format.</p> <p>Braille: The braille exams require no special directions to students. The proctor administering a braille exam does not need to be able to read braille. The exam booklet provides the student with complete directions and descriptions. The questions on braille exams are the same as those on the printed exams with certain exceptions, which are described in the following paragraph. The questions are numbered the same as those on the printed exams. Separate or special answer sheets are not provided with copies of braille exams. The student may answer the questions in any manner appropriate and familiar to the student. The student may write, type, or braille the answers, dictate them to a proctor or to a recorder, or use any combination of these methods.</p> <p>Calculator: The memory of any student's calculator with programming capability must be cleared, reset, or disabled when the student enters the testing room. If the memory of a student's calculator is password-protected and cannot be cleared, the calculator may not be used. Any applications that have been added to graphing calculators must be removed. No students may use calculators that are capable of symbol manipulation or that can communicate with other calculators through infrared sensors or any other means, nor may students use operating manuals, instruction or formula cards, or other information concerning the operation of calculators during the exams. Symbol manipulation calculators are calculators capable of doing symbolic algebra or symbolic calculus (for example, factoring, expanding, or simplifying given variable output).</p> <p>Students with disabilities may use calculators when taking this test only if the use of these devices is included as a testing accommodation in the student's IEP or 504 Plan. These students may use any type of calculator that is specified in the IEP or 504 Plan that meets the specifications noted in the preceding paragraph.</p> <p>Other: In such cases, when sufficient time is not available for the development of an IEP or a 504 Plan, principals may authorize certain accommodations that will not significantly change the skills being tested. These accommodations are limited to: administering the exam in a special location.</p>
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<p>North Carolina</p>	<p>Human reader: If the test administrator or proctor corrects or reads all or any part of a test that measures reading comprehension to the student, the test results are invalid. North Carolina tests that measure reading comprehension are listed below. To ensure the validity of the test, students provided the Test Administrator Reads Test Aloud accommodation must also be provided the Testing in a Separate Room accommodation (small group or one-on-one). Information from the student's IEP or Section 504 Plan regarding specific procedures for the provision of the Test Administrator Reads Test Aloud accommodation must be available for the test administrator on the day of testing.</p> <p>Speech to text: If the student's responses are not located directly on the answer sheet due to the use of the AT device, the test administrator or principal's designee must transcribe the responses to the appropriate answer sheet for scoring purposes. The transcription must be double-checked by another designated school official to ensure no errors occurred. The transcription and verification must occur under secure conditions in a group setting (i.e., three or more designated school personnel). One individual is to transcribe the student responses, one individual is to verify the transcription, and one individual is to act as an objective observer of the process. All three individuals must sign the outside cover of the test book. The test administrator must purge any electronic files immediately following the completion of the transcription process.</p> <p>Transcription and scribing: If the student's responses are not located directly on the answer sheet due to the use of the AT device, the test administrator or principal's designee must transcribe the responses to the appropriate answer sheet for scoring purposes. The transcription must be double-checked by another designated school official to ensure no errors occurred. The transcription and verification must occur under secure conditions in a group setting (i.e., three or more designated school personnel). One individual is to transcribe the student responses, one individual is to verify the transcription, and one individual is to act as an objective observer of the process. All three individuals must sign the outside cover of the test book. The test administrator must purge any electronic files immediately following the completion of the transcription process.</p> <p>Large print: The LEA must follow the procedures in the assessment guide regarding storing or returning large print editions of state tests. The procedures will vary based on the test administered to the students.</p> <p>Braille: Some students with impaired vision may be able to take the Braille edition test in the regular classroom if responses can be recorded in a manner that does not disturb other students (e.g., marking answers in test book). Preparations must be made before the test administration in order to accommodate these students. The test administrator must have a regular copy of the test book in case the student asks questions. The test administrator should ensure the form of the regular test book matches the Braille edition before beginning the test administration. If the student asks questions during the test and the student is in the regular classroom with other students, caution should be taken. Security of test items must be maintained and distractions must be minimized.</p>
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<p>North Carolina (continued)</p>	<p>Sign language interpretation: Because the interpreter/transliterators must be familiar with the concepts of the test questions, he or she is allowed to review the test under secure conditions up to two days before testing. If necessary, the interpreter/transliterators may make notes regarding the signs to use during the test administration in the test booklet that will be used during the test administration. The school test coordinator must ensure the interpreter/transliterators is given the same test booklet to refer to during the test administration. No notes may be made on separate paper and no materials may be removed from the secure location. The interpreter/transliterators must not disclose the content or specific items of the test. Test security must be maintained. Note: The early review of the test by an interpreter/transliterators is only available for paper-and pencil tests. Online tests are not able to be viewed before the actual test administration. To ensure the validity of the test, students provided the Interpreter/Translator Signs/Cues Test accommodation must also be provided the Testing in a Separate Room accommodation (small group or one-on-one).</p> <p>Extended time: Students who are provided the Scheduled Extended Time accommodation may not begin the test administration sooner than the school's schedule for the regular test administration. For paper-and-pencil and online administrations, during the break/lunch students must not be allowed to discuss specific test questions or information contained within the tests. Test administrators must inform students of these policies before students leave the testing area. All test materials must remain secure. If the student is taking breaks as designated in the assessment guide and will not have the opportunity to communicate with peers during the breaks, the student may review and change responses in the portion of the test already completed.</p> <p>Calculator: Before beginning and immediately following a test administration that requires calculator use, the test administrator or principal's designee must clear the calculator memory and all applications (including preloaded) of all calculators, including personal calculators that students may use during the test administration. Students using "talking" calculators must either use headphones or receive the Testing in a Separate Room (one-on-one) accommodation so as not to disturb other students during the test administration. If a student uses a calculator that prints, those printed materials are secure test materials that must be recycled/destroyed. Immediately following the test administration, any saved files that contain test items must be purged and any embossed test items created by the software program must be recycled in a secure manner.</p> <p>Small group administration: To ensure the validity of the test, students provided the Test Administrator reads the test aloud or sign interpreters it must also be provided the Testing in a Separate Room accommodation (small group or one-on-one).</p>
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<p>North Carolina (continued)</p>	<p>Individual administration: To ensure the validity of the test, students provided the Test Administrator reads the test aloud or sign interprets it must also be provided the Testing in a Separate Room accommodation (small group or one-on-one). To ensure the validity of the test, students provided the Student Reads Test Aloud to Self accommodation must also be provided the Testing in a Separate Room accommodation (one-on-one).</p> <p>Other: Student Reads Test to Self—To ensure the validity of the test, students provided the Student Reads Test Aloud to Self accommodation must also be provided the Testing in a Separate Room accommodation (one-on-one). A test administrator or proctor may not (1) correct the student as he/she reads aloud or (2) read all or any part of the test to the student unless the student also has the Test Administrator Reads Test Aloud accommodation.</p> <p><i>AA-AAS: Manipulatives—When necessary, manipulatives may be adapted by outlining pictures to create raised surfaces or by enlarging manipulatives (pictures or text). Adaptations may be made only to manipulatives (pictures or text). No adaptations or changes may be made to the content of the item (i.e., rephrasing text, changing response choices). It is expected that teachers are experienced and familiar with adapting materials for their students. Materials/equipment that students routinely use in the classroom during instruction may be used as appropriate. All NCEXTEND1 materials are considered secure test materials. The assessor is responsible for ensuring all components of the manipulative kit are kept secure, including those components used to create accommodated materials. Any materials created as accommodated manipulatives or created in the process of making the final manipulatives (e.g., a picture that was enlarged but not to sufficient size) must be securely stored by the LEA for six months after the test administration.</i></p>
<p>North Dakota</p>	<p>Transcription and scribing: Individuals who serve as scribes need to carefully prepare to ensure they know the vocabulary involved and understand the boundaries of the assistance to be provided.</p>

Ohio	<p>Audio-taped administration. The English audio recording of the test will be provided on a secure CD for student use. The purpose of this CD is to provide a standardized “read aloud” accommodation of allowable parts of the tests in English. This accommodation resource is meant to provide an alternative to districts providing a staff person to provide the “read aloud” accommodation; however, a test administrator must be in the test location to maintain security. It is suggested that prior to the assessment administration students use the released special versions on the assessment website to allow them to become familiar with the CD format.</p> <p>Transcription and scribing: Scribe/Transcribing Documentation Form. This is to document that the student’s responses have been accurately transcribed to the test booklet or answer document. A scribe takes a student’s responses through dictation or may transcribe a student’s responses into a test booklet or answer document. The use of a scribe may be required for a test administration. The accommodation cannot change or enhance the student’s response.</p> <p>Magnification: Magnifier, electronic magnifying system, closed circuit television or document camera used to magnify or project test materials only—no copying, recording, reproducing or scanning allowed. Test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the child is allowed to see the test (e.g., interpreter, reader, scribe).</p> <p>Braille: Test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the child is allowed to see the test (e.g., interpreter, reader, scribe).</p> <p>Sign language interpretation: Test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the child is allowed to see the test (e.g., interpreter, reader, scribe).</p> <p>Extended time: Students are allowed up to 2 ½ hours to complete each test unless additional time is granted due to an IEP, Section 504 Plan, or ELL accommodation.</p>
Oklahoma	<p>Human reader: All of the following actions are prohibited in that such actions represent violations of test security: Reading secured test items orally to students at any time before, after, or during test administration unless it is an IEP, Section 504, or ELL accommodation, in which case an affidavit shall be signed, prior to reading items, by the test administrator/reader stating they shall not reveal any test items, writing prompts, or other secured information to any person. Test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test</p>

Oklahoma
(continued)

(e.g., interpreter, reader, scribe). Test documents (books or Writing answer documents) are not to be opened before the test session by anyone. Only students being tested are allowed to break the seal and open the documents at the time of testing. Once a test document is opened during test administration, no one other than the student taking the test is allowed to look inside the document. The only exception to this rule is in the case of a special education teacher who is directed by the student's IEP to read or sign the test to the student.

Transcription and scribing: Test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe).

Large print: Test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe).

Braille: Test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe).

Sign language interpretation: Test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). Test documents (books or Writing answer documents) are not to be opened before the test session by anyone. Only students being tested are allowed to break the seal and open the documents at the time of testing. Once a test document is opened during test administration, no one other than the student taking the test is allowed to look inside the document. The only exception to this rule is in the case of a special education teacher who is directed by the student's IEP to read or sign the test to the student.

Calculator: General requirements:

- Calculators are permitted but are not required.
- Calculator capabilities described for a specific subject give the *maximum* capabilities allowed; calculators with less capability are acceptable.
- Students may not share calculators.
- Students may use their own calculators or those provided by the school.
- Calculators that make noise must have the sound feature turned off.
- Calculators that have paper tape must have the tape removed.
- Calculators with power cords must have the cord removed.
- All calculators must have the memory cleared before and after the test session.
- Any programs or applications must be removed prior to the test session.

Using a calculator that does not meet the above requirements invalidates the test results and is a violation of test security and test validity. Any violation will be reported to the State Superintendent and may result in revocation of teaching and/or administrative certificates.

<p>Oregon</p>	<p>Human reader: Test security involves maintaining the confidentiality of test questions and answers, and it is critical in ensuring the integrity and validity of a test. Test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader). A test reader's responsibility is only to read the text of an assessment. Test readers must follow the same test administration and security training requirements as test administrators. When providing read-aloud support to a student, other interactions between a test reader and a student regarding test questions or content is not allowable and may be treated as a testing impropriety. To minimize confusion, when assisting a student with a read aloud for a complex graph or graphic, the test administrator will ask the student to indicate the word or words that need assistance with. Read aloud accommodations must be provided individually and typically requires a separate setting. When reading math numerals and symbols, test readers are required to follow the ODE adapted NAEP read aloud. Any locally-produced tapes must be maintained in the strictest of security in keeping with the security guidelines provided for assessment materials. Following the assessment session, all tapes and materials must be securely destroyed.</p> <p>Magnification: Test security involves maintaining the confidentiality of test questions and answers, and it is critical in ensuring the integrity and validity of a test. Test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader). A student may use any visual magnification device that does not compromise the security of the statewide assessment. A student or test administrator may not upload an assessment to a non-secure browser in order to access the tool, and may not photocopy or scan assessment materials outside of the services provided by the Oregon Textbook and Media Center (OTMC) in order to enlarge assessment materials. The use of visual magnification software is currently only allowed if computer hardware will support it. This use is intended to allow access to functions specific to the enlargement of text and/or to ensure access to text by altering color or contrast features. Test security must be maintained at all times. This accommodation is consistent with the existing allowance for visual magnification devices and does not compromise the security of the assessment. A secure room and the technology must be available. Room security ensures that the projection screen is not visible to individuals not taking the assessment.</p>
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<p>Oregon (continued)</p>	<p>Braille: Test security involves maintaining the confidentiality of test questions and answers, and it is critical in ensuring the integrity and validity of a test. Test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader). For students receiving an Online Braille accommodation, test administrators and test-readers should consult the student’s IEP team for additional guidance. TAs who will administer the Extended Assessments or OAKS through the Braille Interface must receive additional specialized training from ODE in addition to receiving the test administration and security training required for all TAs.</p> <p>Sign language interpretation: Test security involves maintaining the confidentiality of test questions and answers, and it is critical in ensuring the integrity and validity of a test. Test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader). Paper based test materials must not be given to the TA prior to the date of the actual test administration. The only exception to this rule is for Sign language interpreters who will need access to test items at least 48 hours prior to administration to identify specific content vocabulary that needs to be signed or finger-spelled, consistent with the new signed interpretation accommodation described in the Accommodations Manual.</p> <p>Individual administration: Read aloud [human reader] accommodations must be provided individually and typically requires a separate setting.</p> <p>Other: Amplification device—A student may use any auditory amplification device that does not compromise the security of the statewide assessment. A student, test administrator or TT may not upload an assessment to a non-secure browser or setting in order to record or amplify, not may a student, test administrator or TT broadcast an assessment via any radio frequency in order to amplify for a student with a hearing impairment. Individuals who are deaf or hard or hearing that use personal FM systems, hearing aids, and cochlear implants may use these auditory amplification devices during assessment.</p>
<p>Pennsylvania</p>	<p>Human reader: In a paper-and-pencil test, test security can become an issue when accessible test formats are used (e.g., Braille, enlarged print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). In order to ensure test security and confidentiality, test administrators must keep testing materials in a secure place during testing sessions to prevent unauthorized access, keep all test content confidential and refrain from sharing information or revealing test content with anyone, securely destroy all student original work (including scratch paper);and return all materials as instructed. De-spiraling the test forms is a special exception that must be documented and may NOT be done by the test administrator (i.e., the classroom teacher). Only test coordinators are permitted to de-spiral any test booklets. De-spiraling is only appropriate when the entire test must be read aloud, and only in a small group (no more than 5 students) setting.</p>

<p>Pennsylvania (continued)</p>	<p>Transcription and scribing: In a paper-and-pencil test, test security can become an issue when accessible test formats are used (e.g., Braille, enlarged print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). In order to ensure test security and confidentiality, test administrators must keep testing materials in a secure place during testing sessions to prevent unauthorized access, keep all test content confidential and refrain from sharing information or revealing test content with anyone, securely destroy all student original work (including scratch paper);and return all materials as instructed. Please note that transcription by a proctor is a permissible accommodation, but the response must be transcribed without editing by the proctor. Two obviously different handwritings in the same response: Exceptions are transcription or dictation to a proctor as an accommodation. This accommodation must be recorded in the student answer booklet. Educator Misconduct: School personnel transcribe student's response and student errors have been corrected. Please note that transcription by a proctor is a permissible accommodation, but the response must be transcribed without editing by the proctor.</p> <p>Large print: In a paper-and-pencil test, test security can become an issue when accessible test formats are used (e.g., Braille, enlarged print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). In order to ensure test security and confidentiality, test administrators must keep testing materials in a secure place during testing sessions to prevent unauthorized access, keep all test content confidential and refrain from sharing information or revealing test content with anyone, securely destroy all student original work (including scratch paper);and return all materials as instructed.</p>
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<p>Pennsylvania (continued)</p>	<p>Braille: In a paper-and-pencil test, test security can become an issue when accessible test formats are used (e.g., Braille, enlarged print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). In order to ensure test security and confidentiality, test administrators must keep testing materials in a secure place during testing sessions to prevent unauthorized access, keep all test content confidential and refrain from sharing information or revealing test content with anyone, securely destroy all student original work (including scratch paper);and return all materials as instructed.</p> <p>Sign language interpretation: In a paper-and-pencil test, test security can become an issue when accessible test formats are used (e.g., Braille, enlarged print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe). In order to ensure test security and confidentiality, test administrators must keep testing materials in a secure place during testing sessions to prevent unauthorized access, keep all test content confidential and refrain from sharing information or revealing test content with anyone, securely destroy all student original work (including scratch paper);and return all materials as instructed. Confidentiality Agreement for Interpreter—Sign interpreters may review test materials up to three days prior to test administration. Test materials must be reviewed in a secure location supervised by the principal or test coordinator. Materials may not be removed from the secure location. Filing or retaining any notes beyond the testing window or making copies of any kind is strictly prohibited. The principal and/or test coordinator must receive and securely destroy any notes required by the sign interpreter to administer the test.</p> <p>Extended time: Test administrators may not return any test booklet to any student after it has been turned in except in the following cases: Make up sessions for absences; Students going to another testing site for extended time. (Note: If, after the student returns the test booklet, it is noticed that not all of the test items were answered, the booklet cannot be returned to the student to complete.)</p> <p>Calculator: Not permitted for the PSSA: Calculators that make noise, have paper tape, need to be plugged in, or talk; these specific Calculators can only be used as a required accommodation as stated in the accommodations guidelines.</p> <p>Small group administration: De-spiraling the test forms is a special exception that must be documented and may NOT be done by the test administrator (i.e., the classroom teacher). Only test coordinators are permitted to de-spiral any test booklets. De-spiraling is only appropriate when the entire test must be read aloud, and only in a small group (no more than 5 students) setting.</p>
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Rhode Island	<p>Human reader: A reader may be used for a student whose inability to read would hinder performance on the mathematics, science, or writing test. Words must be read as written. Guidelines for reading mathematical symbols and numbers written as numerals must be followed.</p> <p>Large print: Every Braille and large print version of the test comes with a standard answer booklet. A test administrator or authorized school personnel must transcribe the student’s work into the accompanying answer booklet. Any student work that is not recorded in the answer booklet will not be scored.</p> <p>Braille: Every Braille and large print version of the test comes with a standard answer booklet. A test administrator or authorized school personnel must transcribe the student’s work into the accompanying answer booklet. Any student work that is not recorded in the answer booklet will not be scored.</p> <p>Sign language interpretation: No translations (with the exception of signed language) or explanations are allowed. Trained personnel may use sign language to administer the test.</p> <p>Extended time: For all grades, schedule 90 minutes of uninterrupted time for administering each test session. Students who will need beyond 90 minutes must have an extended time accommodation determined prior to testing.</p>
South Carolina	<p>Audio-taped administration: To prepare for the oral administration of the test, the TA may review the Oral Administration Script two days before the test. (For example, if testing begins on Monday, reviews may take place on Thursday and Friday of the previous week.) All reviews must take place at the school with no students present and be coordinated through the STC with adherence to test security procedures. TAs may review the directions “insert” from the CD-ROM case only. This review may take place two business days before the test. The audio CD-ROM may not be reviewed. The audio CD-ROM is in read-only memory (ROM) format and cannot be copied.</p> <p>Transcription and scribing: Dictation of Responses to Extended-Response Items The entire dictation session must be tape-recorded. Taped sessions are reviewed by SCDE staff to ensure the use of appropriate procedures. It is recommended that a monitor and scribe be present during the entire dictation session. Although it is not recommended, if applicable for an individual student, one person may serve as both the monitor and scribe to minimize disruption to the student. The scribe/monitor should be someone who is familiar with the student and is able to write the student’s responses as dictated without adding additional information to the response. The scribe/monitor should not verbally interact with the student during the actual dictation; only write what the student dictates. Students may use a dictionary, thesaurus, and the spelling accommodation if needed during the extended-response portion of the writing test. No assistance should be given to</p>

South Carolina
(continued)

the student. TAs may provide guidance under certain circumstances like, “Do you want to make an outline?”, “Start dictating when you are ready,” and/or “Are you finished?” TAs must not prompt students for writing content like, “What do you want to write about?”, “What happens next in your story?,” and/or “Describe that toy more to me.” It is important that students are familiar with dictation procedures and have used dictation of responses during routine instruction throughout the year. Students who use dictation for the first time during PASS may not know how to dictate a response, and this may hinder their performance.

Large print: The large-print test booklet is provided for students who have difficulty reading text in a standard size font. The large-print version is a 9-inch by 12-inch spiral-bound booklet with text in 18-point sans serif type. Students record their extended-responses for Day 1 writing directly in their test booklets. Students’ multiple-choice responses may be marked in the large-print booklet, but must be transferred into a scannable answer document.

Braille: The Braille tests have been reviewed for bias for students who are blind or visually-impaired and who read classroom materials in Braille. Students may write their extended-responses for the Day 1 writing test on Braille paper. Students’ multiple-choice responses may be written on Braille paper or marked in the test booklet, but must be transferred into a scannable answer document.

Sign language interpretation: To prepare for a signed administration, the TA and/or sign language interpreter may review the signed script or DVD (including the DVD “insert”) two days prior to the test. (For example, if testing begins on Monday, reviews may take place on Thursday and Friday of the previous week.) All reviews must take place at the school with no students present and be coordinated through the STC with adherence to test security procedures. This review is to verify that the signed words will be understood by the student. While some conversation between the student(s) and TA is expected, discussion concerning any test item content is not permitted. Do not converse with the student(s) about any test items. Try to respond to student questions by repeating instructions or by instructing the student to replay the passages or test questions as needed.

Extended time: Students should be given as much time as they need to complete each test. PASS tests, however, must begin and end on the same day unless the student has an IEP, 504 Plan, or ELL accommodation plan specifying administration of a single test over several days.

Multiple days: Students should be given as much time as they need to complete each test. PASS tests, however, must begin and end on the same day unless the student has an IEP, 504 Plan, or ELL accommodation plan specifying administration of a single test over several days.

<p>South Dakota</p>	<p>Human reader: Unethical practice: Reading the reading passage portion of the DSTEP assessment to students.</p> <p>Text to speech: Test security agreement for special approved accommodation use: If a text to speech program is being utilized, I have reviewed the material to ensure the reading passages will not be read aloud, and the content of the test is pronounced appropriately and the test items are not read in a manner to give away an answer.</p> <p>Transcription and scribing: In a paper-and-pencil test, test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe).</p> <p>Large print: In a paper-and-pencil test, test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe).</p> <p>Braille: In a paper-and-pencil test, test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe).</p> <p>Sign language interpretation: In a paper-and-pencil test, test security can become an issue when accessible test formats are used (e.g., Braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, scribe).</p> <p>Calculator: School- or student-owned calculators may not be used during the mathematics test, unless the student's IEP or 504 Plan documents the use of a calculator. Test questions are written so that a calculator is not necessary. Use of a calculator for mathematics in grades 3 and 4 is a non-standard accommodation. To help maintain test security, the memory of every calculator used during testing must be reset before and after testing.</p>
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Tennessee	<p>Braille: Carefully transcribe answers verbatim from the Braille test booklet to the corresponding student answer document. Place the transcribed answer document under the appropriate TAG form for the student's teacher and return with the scorable test materials. The Braille test booklet should be returned to Pearson with the non-scorable test materials.</p> <p>Human reader: Test administrators conducting an oral administration must be aware that they are viewing secure content, and that responding to test questions, recording the information they see, scoring the test, or discussing the content of the test at any time is strictly prohibited. As a reminder of this obligation, individuals who give an oral administration of a test are required to sign a separate section of the test administrator's oath. Test materials should not be read, reviewed, or analyzed before, during, or after test administration unless indicated in test instructions or special accommodations.</p> <p>Sign language interpretation: Directions normally read aloud to students may be signed verbatim for students who typically use sign language. Only spoken portions of the directions may be signed. The interpreter must not finger spell words that have a commonly used sign. Test instructions may not be clarified in any manner.</p> <p>Transcription and scribing: Students who cannot mark their own answer documents may use an impartial scribe. A scribe may be used to record responses or to transcribe the student's answers from a modified answer document or test booklet. Students who cannot utilize the answer document may record directly in the test booklet or on a separate piece of paper. If a student marks answers in the test booklet, ensure that the student's name, unique student ID, system name, school name, teacher name, transcribed by, and date are written on the front cover of the test booklet. The student's answers must be transcribed to the corresponding student's answer document and placed with the documents to be scored under the appropriate Test Administration Group (TAG) form.</p> <p>Calculator: Ensure proper calculator use, making sure that calculators are cleared before and after administration of each test.</p>
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<p>Texas</p>	<p>Human reader: Test administrators conducting an oral administration must be aware that they are viewing secure content and that responding to test questions, recording the information they see, scoring the test, or discussing the content of the test at any time is strictly prohibited. As a reminder of this obligation, individuals who give an oral administration of a test are required to sign a separate section of the test administrator’s oath.</p> <p>The test administrator must receive additional training when required to administer tests with certain accommodations. A test administrator will also need to read the entire Special Instructions/Considerations section of the applicable accommodation policy. In addition, the test administrator will need to be trained in any specific guidelines that are attached to an approved accommodation request.</p> <p>Transcription and scribing: Individuals who are authorized to conduct test administration procedures that involve viewing secure state assessments have an added responsibility of maintaining confidentiality. These procedures include but are not limited to: oral administration, transcribing student responses from the test booklet, and particular linguistic accommodations. As a reminder of this responsibility, these individuals are required to specifically confirm compliance with state confidentiality requirements by initialing to the left of each statement below: I have not and will not divulge the contents of the test, generally or specifically. I have not and will not copy any part of the test.</p> <p>Extended time: If students do not have an accommodation of extended time and are permitted to test longer than the maximum four-hour time limit, districts must contact TEA for guidance.</p>
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Utah	<p>Human reader: Educators may not read passages, questions, or answer options to a student unless the student has the read-aloud or screen reader accommodation in an IEP, ELL, or Section 504 accommodation plan.</p> <p>Text to speech: Educators may not read passages, questions, or answer options to a student unless the student has the read-aloud or screen reader accommodation in an IEP, ELL, or Section 504 accommodation plan</p> <p>Transcription and scribing: Test security involves maintaining the confidentiality of test questions and answers, and is critical to ensure the integrity and validity of a test. Test security can become an issue when accessible test formats are used (e.g., braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, or scribe).</p> <p>Large print: Test security involves maintaining the confidentiality of test questions and answers, and is critical to ensure the integrity and validity of a test. Test security can become an issue when accessible test formats are used (e.g., braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, or scribe).</p> <p>Braille: Test security involves maintaining the confidentiality of test questions and answers, and is critical to ensure the integrity and validity of a test. Test security can become an issue when accessible test formats are used (e.g., braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, or scribe).</p> <p>Sign language interpretation: Test security involves maintaining the confidentiality of test questions and answers, and is critical to ensure the integrity and validity of a test. Test security can become an issue when accessible test formats are used (e.g., braille, large print) or when someone other than the student is allowed to see the test (e.g., interpreter, reader, or scribe).</p>
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Vermont	<p>Human reader: A reader may be used for a student whose inability to read would hinder performance on the mathematics, science, or writing test. Words must be read as written. Guidelines for reading mathematical symbols and numbers written as numerals must be.</p> <p>Large print: Every Braille and large print version of the test comes with a standard answer booklet. A test administrator or authorized school personnel must transcribe the student's work into the accompanying answer booklet.</p> <p>Braille: Every Braille and large print version of the test comes with a standard answer booklet. A test administrator or authorized school personnel must transcribe the student's work into the accompanying answer booklet.</p> <p>Extended time: A test session may be administered to a student as two or more "mini-sessions" if procedures are followed to maintain test security and ensure that the student only has access to the items administered on that day (see the NECAP Accommodations Guide for details).</p> <p>Multiple days: Use of this accommodation requires the test administrator to ensure that the student only has access to the set of test items that will be completed on a particular day in order to maintain test security.</p> <p>Small group administration: Test security must be maintained in all alternative settings. The administrator must secure all test materials during transfer to and from the alternative setting. If the student is being tested in a separate location within the school, do not send the student to the alternative setting or back to the classroom on his/her own with testing materials.</p> <p>Q&A: Q: I need multiple copies of the same test form in order to administer the test to a small group of students with the same accommodation(s). What should I do? A: In specific situations like this one, you may collect enough copies of the same test form from different packs of test materials. If you are unable to collect enough copies, call the NECAP Service Center to request the number of copies of a specific form that you require.</p> <p>Individual administration Test security must be maintained in all alternative settings. The administrator must secure all test materials during transfer to and from the alternative setting. If the student is being tested in a separate location within the school, do not send the student to the alternative setting or back to the classroom on his/her own with testing materials.</p>
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Virginia	<p>Human reader: All read-aloud administrations must be recorded or proctored. If the session is recorded, the audio record of the entire testing session must be retained on file and secured in the office of the Division Director of Testing until scores are received and verified. If proctored, the Test Examiner and Proctor must verify in writing that the test administration was conducted according to standardized procedures. This written verification must be retained on file in the office of the Division Director of Testing until scores are received and verified.</p> <p>Text to speech: Confidentiality statement: If serving as an Examiner for online read-aloud test sessions, I will not answer test questions in the Web-based assessment before, during, or after the administration of the test. All read-aloud administrations must be recorded or proctored. If the session is recorded, the audio record of the entire testing session must be retained on file and secured in the office of the Division Director of Testing until scores are received and verified. If proctored, the Test Examiner and Proctor must verify in writing that the test administration was conducted according to standardized procedures. This written verification must be retained on file in the office of the Division Director of Testing until scores are received and verified.</p> <p>Transcription and scribing: If the student marks responses on an enlarged copy of the answer document, the student's responses must be transcribed to the regular answer document by a school official. The regular answer document and the enlarged copy of the answer document must be verified by a second school official to ensure that no errors in the transcription occurred. The enlarged copy of the answer document shall be retained on file and secured in the office of the Division Director of Testing until the scores are received and verified.</p> <p>If the student responds verbally, the session must be recorded and/or proctored. Students who are unable to respond to test items by marking the regular or an enlarged copy of the answer document or by clicking the answer online, or circling answers in their test booklet may have an Examiner/Proctor record their responses. An audio or video must be made of the exchange or the session may be proctored by a second adult. The audio/video record shall be retained on file and secured in the office of the Division Director of Testing until the scores are received and verified. If the session is proctored, the Proctor must verify in writing that the test administration was conducted according to the standardized procedures.</p> <p>Large print: A copy of the large-print tests will be provided in regular print to Test Examiners or Proctors working with large-print readers.</p> <p>Braille: A copy of the Braille tests will be provided in regular print to Test Examiners or Proctors working with Braille readers.</p>
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<p>Virginia (continued)</p>	<p>Sign language interpretation: Interpreters/transliterators must be very careful so as not to lead the student to a correct answer by facial expression or by repeating any part of the test which is not specifically requested by the student. It is also important for the interpreter/transliterator to read each item before interpreting or transliterating to ensure that the correct response is not inadvertently disclosed. An interpreted/transliterated administration must be proctored or video recorded. (The interpreter’s role and code of ethics prohibits answering questions directly.) The interpreter should sign without providing the student with answers. The interpreter should be videotaped while interpreting the test or proctored by appropriate school personnel.</p> <p>Extended time: Students who have the accommodation of multiple test sessions must be administered a paper/pencil test. The short-paper component of the English Writing assessment must be administered within one school day; however, the student may be given multiple breaks under secure conditions. The student must be monitored by school personnel at all times and should not be allowed to discuss the test with anyone or have access to educational materials. The session should be scheduled for a period long enough to accommodate the needs of the student.</p> <p>Multiple days: If the test is to be administered in sections over more than one school day, care must be taken to ensure that students are exposed to only those test items in the section that they are currently attempting. Previously completed items and items not yet accessed may be sealed to prevent accidental exposure to the student.</p> <p>Other: Audio and video recorded—All read-aloud administrations must be recorded or proctored. If the session is recorded, the audio record of the entire testing session must be retained on file and secured in the office of the Division Director of Testing until scores are received and verified. Sign interpreters should be videotaped while interpreting the test or proctored by appropriate school personnel. If the student responds verbally, the session must be recorded and/or proctored.</p> <p>Breaks as needed—The SOL tests are untimed, and ample time should be allotted for all students to complete the test prior to the end of the scheduled school day. To minimize interruptions during testing, make sure that all students have had an opportunity to visit the restroom and to get a drink of water before beginning the testing session. A break is permissible for any student who requires one during testing. All breaks must be supervised, and test security must be maintained at all times during the break. The student must not be allowed to discuss the test in any way, must not have access to any educational materials or electronic devices during the break, and must not disrupt other students who are continuing to test. The student’s test materials must not be accessible or viewable to other students. Student breaks must not be planned unless the accommodation is stipulated in the student’s IEP, 504 Plan, or LEP Student Assessment Participation Plan.</p>
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Washington	<p>Text to speech: If Speech-to-Text, Text-to-Speech, or other assistive technology was used, have you confirmed that all secure test content was removed from the computer/network?</p> <p>Speech to text: If Speech-to-Text, Text-to-Speech, or other assistive technology was used, have you confirmed that all secure test content was removed from the computer/network?</p> <p>Transcription and scribing: Scribes must review the Test Security policy and will sign all statements required of testing proctors including the security certifications.</p> <p>Large print: When required, transcribe verbatim all large print tests into appropriate test booklets. Keep large print tests with the standard form test booklet (with transcription) when returning to your school assessment coordinator.</p> <p>Braille: When required, transcribe verbatim all braille tests into appropriate test booklets. Keep braille tests with the standard form test booklet (with transcription) when returning to your school assessment coordinator.</p> <p>Multiple days: Students who have documented additional days for a testing session (IEP, 504, ELL) may have multiple days to complete one HSPE content-area. However, a student must finish one content-area test before beginning the next content-area test.</p> <p>Other: Word processor: Students using the word processor for responding should have close proctoring to insure test security.</p>
West Virginia	<p>Human reader: Test readers must NOT: clarify, elaborate, or answer questions about test items; or inadvertently give clues while reading items that indicate the correct answer or help eliminate some answer choices.</p> <p>Transcription and scribing: A student using this accommodation should be tested in a quiet room apart from other students to avoid interruption while testing and to avoid examinees being able to hear or see other students' responses.</p> <p>Sign language interpretation: Educational sign language interpreters must not clarify, elaborate, paraphrase, or provide assistance with the meaning of words, intent of test questions, or responses to test items. A student's teacher should not serve as the interpreter/translator in a testing situation unless a second person is present to monitor for quality and fairness.</p> <p>Individual administration: A student using the scribe accommodation should be tested in a quiet room apart from other students to avoid interruption while testing and to avoid examinees being able to hear or see other students' responses.</p>

Wisconsin	<p>Human reader: Test administrator must read in a pace and tone that is appropriate for each individual student. Careful attention must be given such that no changes in tone or inflection are detectable which might indicate a correct answer.</p> <p>Transcription and scribing: A scribe may be provided when a student's documented disability, ELL status, or injury prevents them from writing their answer. When a student dictates responses orally to a scribe, the test must be administered in a separate, individual setting so as not to disturb other students. The WKCE Writing prompts measure composition, grammar, punctuation, capitalization, and spelling; therefore, a student must dictate these exactly as they are to be written. A scribe must be impartial and should allow the student adequate time to review and approve the response, if desired. All scribing should be done with a #2 pencil; responses scribed in ink will not be scored. Test security must be maintained. After answers are transcribed, destroy all electronically-saved student responses including audio tapes.</p> <p>Sign language interpretation: An interpreter needs to be able to translate in the same method of sign language typically used by the student (e.g., American Sign Language [ASL] or English-based Sign Language). The interpreters must not clarify, elaborate, or provide assistance with the meaning of words, intent of test questions, or responses to test items. For example, the sign for many math symbols often defines for the student what the item is intending to measure and would therefore invalidate the item.</p> <p>Individual administration: When a student dictates responses orally to a scribe, the test must be administered in a separate, individual setting so as not to disturb other students.</p>
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Wyoming	<p>Human reader: A certified staff member or access assistant (human reader) reads directions word for word as written in all content areas and/or reads or re-reads test questions word-for-word as written in all content areas EXCEPT reading. Human readers may not clarify, interpret, define word meanings, elaborate, or provide assistance to students. It is recommended that one reader be provided for each individual student.</p> <p>Transcription and scribing: A certified staff member or access assistant scribes what a student dictates through alternate augmentative communications (AAC), pointing, sign language, or speech. The scribe may not edit or alter the student's work in any way and must record, word-for-word, exactly what the student has dictated. The scribe may request clarification from the student about the use of capitalization, punctuation, and spelling key words on items which require a written response (SAWS and SAWS-ALT). A scribe must allow the student to review and edit what he or she has written. The student's final response must be transcribed by a certified staff member or access assistant into the Student Test and Answer Book on the pages that the student's response is to be written.</p> <p>Sign language interpretation: Sign language interpreter signs directions in all content areas and/or signs test questions as written in all content areas EXCEPT reading. The interpreter may not clarify, interpret, define word meanings, elaborate, or provide assistance to students. Interpreters need to be familiar with the terminology and symbols specific to the content. It is recommended that one interpreter be provided for each individual student.</p>
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¹If a state provided specific test security information for the AA-AAS that differed from the overall state policy, it is included in italics in the table.

**COLLEGE OF EDUCATION
+ HUMAN DEVELOPMENT**

UNIVERSITY OF MINNESOTA

NCEO is an affiliated center of the Institute on Community Integration